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ABSTRACT

This book provides K-12 teachers with concrete, step-by-step guidance on how to improve student behavior through positive classroom management. It explains how to take control of the classroom, offering an alternative to threats, rewards, and punishments. The book is divided into an introduction and three sections with seven chapters. The introduction examines why effective classroom management is absolutely necessary and describes the benefits of a positive, prosocial approach. Section 1, "Positive Classroom Management," includes (1) "Toward a Prosocial Classroom: Moving Beyond Rules as Reactions" and (2) "Teaching Basic Understandings: Limits and Courtesies." Section 2, "Three Key Dimensions of Positive Classroom Management," includes (3) "Setting Up a Safe and Productive Learning Environment: The Physical Dimension," (4) "Teaching So Students Stay Focused and Learn: The Instructional Dimension," and (5) "Managing a Smooth-Running Classroom: The Managerial Dimension." Section 3, "Blueprints for Success," includes (6) "Preparing Your Classroom" and (7) "Reflective Practice for Better Teaching." A resource presents a prosocial classroom management matrix. Suggested readings are included. (Contains 44 references.) (SM)

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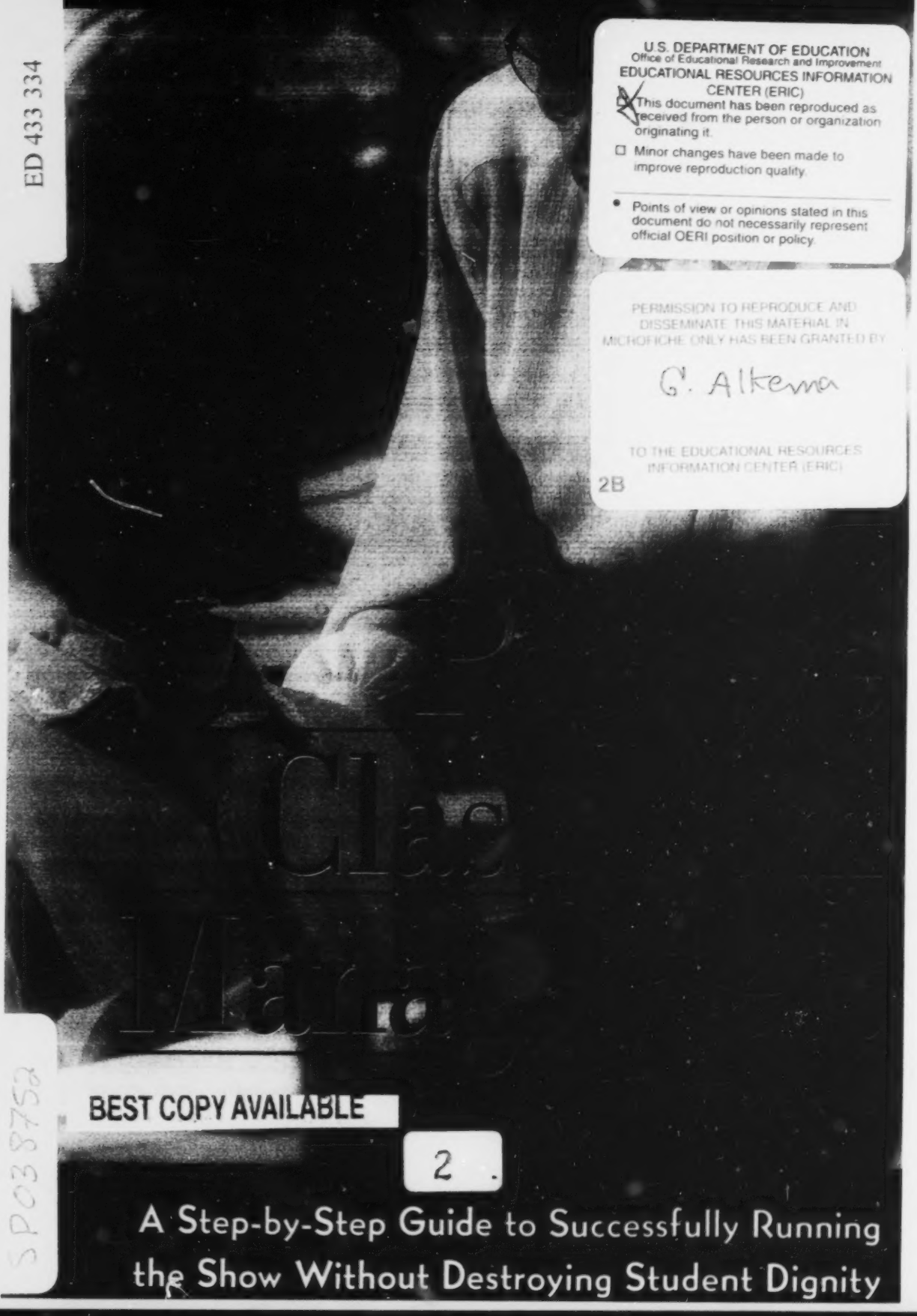

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A Step-by-Step Guide to Successfully Running the Show Without Destroying Student Dignity

Positive Classroom Management

2nd Edition

But what is social life if not the solving of social problems, behaving properly and pursuing aims acceptable to all?

Maria Montessori, *The Absorbent Mind*

Robert DiGiulio

Positive Classroom Management

2nd Edition

A Step-by-Step Guide to Successfully Running the Show Without Destroying Student Dignity

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Preface

Teachers need help. They want help, too. But they need and want the right kind of help. During my 30 years as an educator, I have seen how well teachers respond to help that is constructive, supportive, clear, and doable. This is especially true today. Our society—and our teachers—face challenges that were once not even imaginable. More strongly than ever, society is asking us to teach all students (advantaged and disadvantaged alike) to behave in a civilized, caring way and to help them realize their potential as adults. To accomplish this, society has given us classroom space, some lined paper, a few computers, and little else in managing the enormous job it has asked us to do.

Twenty years ago, as a new principal seeking to help my teachers get a handle on classroom management, I found few resources on the subject. In response, I developed and taught a course for the Vermont State College system called "Managing and Understanding Children's Behavior." Since then, I have continued to develop and bring together ideas and materials to help teachers manage classrooms effectively, without resorting to methods that rob students of their dignity.

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Although there are books and resources that deal with control in the classroom and enumerate ways to get students to behave, what makes this book different is the fact that it goes directly to what lies at the heart of all successfully managed classrooms. It goes past the threats, blame, rules, rewards, punishments, complaints, and excuses. All of these are residue from well-meaning attempts by teachers to gain control of a classroom (usually, after it is out of control). My book highlights what effective teachers know after years of experience. They know that students need limits and structure, but in an active, productive environment. Students hear and internalize teachers' expectations not through dictates and mandates, but by virtue of the communication and discussion of basic understandings. Students flourish in classrooms that are places of activity and ideas, old and new.

In essence, effective teachers know that students can learn prosocial behavior—behavior that is beneficial not only to the individual, but to others and to the larger society. Prosocial behavior is applicable, real-life behavior that students can take outside the classroom and use. Teachers can best teach students prosocial behavior through a system of positive classroom management.

These notions were confirmed recently by my analysis of responses from 105 teachers selected by the University of Vermont for their effective teaching and commitment to children and adolescents. I contacted each of these successful teachers and asked them to describe how they ran their classrooms. How, specifically, did they teach students good behavior? Almost to a person, their answers demonstrated a positive attitude and a belief in positive action. Every teacher believed that students could learn prosocial behavior. Furthermore, they spoke of the importance of action on their part. They held that teachers could and should teach, and—in their cases—were teaching students prosocial behavior.

My purpose in writing this book is to provide all teachers with concrete, practical, step-by-step guidance on becoming more effective in classroom management. Positive classroom management fosters prosocial student behavior and uses a proven approach that is positive and constructive rather than negative and punitive. Although most of my illustrations are geared toward elementary, middle school, and high school teachers, there is much here for early childhood teachers, preschool teachers, and, I dare say, even instructors in

postsecondary schools. Our obligation to teach students prosocial behavior applies to all ages, preschool through college.

The introduction looks closely at why effective classroom management is absolutely necessary, and it describes the benefits of a positive, prosocial approach. Part I discusses classroom management and examines forces that work against prosocial behavior. An emphasis on rules can actually be counterproductive to teaching students prosocial behavior.

Part II focuses on the practical aspects of three key dimensions of positive classroom management. The physical dimension focuses on how the setup of the classroom provides a safe and productive learning environment. The instructional dimension section describes how to teach so that students stay focused and learn. The managerial dimension examines the nonteaching routines and procedures that are basic to a smooth-running classroom.

Within each dimension are three types of teacher interventions, each keyed to when the intervention occurs: Preventive interventions occur before the fact of teaching, supportive interventions happen while teaching is going on, and corrective interventions are interventions made after the fact, in response to something that has happened. Preventive and supportive interventions are proactive; hence they are more productive than corrective interventions, which are reactive. I believe that teachers do their best work when they are acting instead of reacting.

Part III offers a blueprint for successful classroom management using systematic preparation and reflection. Step-by-step checklists are included to help teachers prepare for the physical, managerial, and instructional dimensions of classroom management. The comprehensive summary of key points provided in the form of checklists can be used by a new teacher after first entering the empty classroom weeks before the students arrive, or by the experienced teacher who wants to review, evaluate, or more closely examine his or her practices. This book is written for all teachers, experienced and inexperienced, veteran and student. Excellence in teaching is developmental, it is not a fixed point. No excellent teacher ever felt she or he had little or nothing more to learn about teaching. Throughout our teaching careers we continue to work toward becoming the best teachers we can be.

Reflection plays a large part in that becoming. The teacher who reflects on his or her actions has taken the first step toward resolving common difficulties that arise in teaching. Systematic reflection is essential to improving teaching effectiveness and meeting challenges of today's classrooms. Solutions to problems of classroom management are within the reach of every teacher who is willing to prepare, follow through, and reflect on the results. I know the ideas and strategies on these pages will be useful.

Acknowledgments

I wish to thank the following reviewers for making this second edition a better book: Susan Hansen, Extension Educator, University of Nebraska–Lincoln in Schuyler, Nebraska; JoAnn Hohenbrink, Assistant Professor, Ohio Dominican College in Columbus, Ohio; Suzanne Schwartz McCotter, Ph.D. candidate in middle school education, University of Georgia in Athens, Georgia; and Dr. Brooks Aylor, Assistant Professor, La Salle University in Philadelphia, Pennsylvania.

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I deeply appreciate working with Corwin Press, a most professional publishing house. From the beginning, editor Ann McMartin was a delight to work with. She gave clear and intelligent feedback on my manuscript, and she handled requests with grace and dispatch.

S. Marlene Head, Toby Hopstone, and Susan McElroy have been very helpful as well. Jay Whitney skillfully guided me through the preparation of this second edition. Speaking of professionalism, I am fortunate to work with an accomplished and supportive group of educators—my education department colleagues at Johnson State College in Vermont: Alice Whiting, Carol Story, Herb Tilley, Marilyn Page, Bruce Marlowe, Ken Brighton, Darlene Witte, Pat Eyler, Annamary Anderson, and Martha Vossler.

I am indebted to the 105 teachers cited for excellence by the University of Vermont. Their participation in my study shed additional light on how successful teachers manage their classrooms and teach students prosocial behavior. I am indebted, of course, to each of my many students over the years who have taught me so much.

I am particularly obliged to a stellar role model whose spirit remains with me. Early in life, I had the special inspiration of a master teacher, my aunt Flora Gigante. She was my godmother as well, and in our large extended family, she was its pride and joy. To my 5-year-old eyes, Aunt Flora was smart, stylish, and seemed to stand 7 feet tall!

One of the first Italian American women to be appointed to the principalship of a New York City public school, Aunt Flora was my hero. Each summer she traveled the world, bringing objects, ideas, and stories to her students (and nephew!) from Nepal, Sudan, the Falkland Islands, Mexico, and every other conceivable point on the globe. She brought me books and dreams. Most of all, Aunt Flora aroused my fascination with the world and my curiosity to experience it; to travel, to learn. Her enthusiasm for teaching others about this world was, literally, highly contagious.

A very practical woman, Aunt Flora would escort me around her Bronx, New York, public school, introducing me—politely and importantly—to her teachers, all the time privately pointing out to me what each teacher did well. She was a most positive educator: capable, strong, and, when necessary, tough. But even when she was tough, my aunt was never severe or vindictive. She was *positively tough*. I never heard my aunt blame or complain. She never criticized students or teachers, nor did she ever act victimized. Instead of pointing a finger of blame, Aunt Flora pointed to models of excellence, made clear her expectations, then worked toward what she valued. Her inspiration led me to teaching, and I have not once regretted that decision.

About the Author

Robert DiGiulio is an education professor at Johnson State College in Vermont. He earned his Ph.D. in human development and education from the University of Connecticut and his B.A. and M.S. in education from St. John's University. He began his teaching career in the New York City public school system, where he taught for a number of years. His 30-year career as an educator includes teaching at the elementary, middle, junior high, and college levels, with experience ranging from crowded urban schools to a one-room schoolhouse. He has also served as an elementary school principal, educational researcher, consultant, and writer.

As an educational consultant, DiGiulio codeveloped "TeenTest," a vocational counseling program for adolescents. He also coauthored educational computer software called *Language Activities Courseware* and authored its teacher's guide. His *Teacher* magazine article "The 'Guaranteed' Behavior Improvement Plan" was recognized as having one of the highest total readership scores of any of its articles.

DiGiulio has authored numerous books including *When You Are a Single Parent, Effective Parenting, Beyond Widowhood,* and *After Loss,*

selected by Reader's Digest as their featured condensed book in May 1994. He is a contributing author to *The Oxford Companion to Women's Writing in the United States* and *Marriage and Family in a Changing Society* and is the coauthor of *Straight Talk About Death and Dying*.

His research interests lie in human development, international education, parenting and teaching styles, and classroom management. Recently, he wrote a successful grant awarding a Fulbright Scholar-in-Residence to Johnson State College. DiGiulio resides with his family in northern Vermont.

Introduction

Teachers Are Our Last and Best Hope

THE headlines almost scream at us: "Our schools are failing," "Our students do more poorly than students in other countries," "Teacher training needs reform," "Parents give teachers little support." No day passes without our hearing or reading despairing words about the state of education and our schools. Despite their ominous tones and politically correct cynicism, there's really nothing new about these types of reports. They are timeless. The report of the New Hampshire public schools for the year 1853 (New Hampshire Board of Education) revealed a remarkably similar public opinion. In 1853, too many students dropped out, and too few behaved well or gave much effort to their studies. The school day was fragmented, filled with too many subjects and too much "hurry and confusion" (p. 21). In 1853, teachers were poorly trained, poorly paid, and overwhelmed by their duties. School boards held students and teachers most responsible for this state of affairs, yet they also roundly castigated parents for doing a poor job of child rearing, specifically in teaching good behavior and etiquette. Nothing new there!

Indeed, the persons blamed back in 1853—students, parents, and teachers—are the very same ones who continue to be blamed for the

18

present state of our schools! The truth is that blaming has not helped the state of education over the past 150 years.

Blaming prevents us from taking constructive action toward resolution of a problem.

This applies to all parties in the blame game: students, parents, and teachers. Take, for example, how we blame students. It is especially odd for teachers to blame students. Even given the least capable of students, our business is to teach them, not judge them. Our job is to arouse curiosity, not condemn indifference. If a student truly cannot learn, then what use can a teacher possibly be? If kids are born unteachable, how can teachers justify their jobs? (It is like the joke about the psychiatrist who dismissed his patient with the words "I can't help you. You're crazy!")

Parents are also popular targets for censure. A Harris survey of more than 1,000 teachers revealed that the largest majority of teachers (71%) agreed that "lack of parental supervision at home" was a "major factor" contributing to school violence (Metropolitan Life Insurance Company [MLIC], 1993, pp. 35-38). The teachers' perceptions may be entirely accurate. Yes, there are unfit parents. Even so, blaming parents is just as fruitless as blaming students, for if students we see in school seem to be desperately lost and are acting out, imagine how poorly their parents' lives are progressing! It is a waste of time to blame parents, and it is equally unrealistic to await some government program that will suddenly and markedly improve the quality of life for millions of children—or for their teachers. Despite years of studies, commissions, blue-ribbon panels, and fervid talk about educational restructuring, education and teachers are still not a national priority, perhaps even less so than in 1853.

Then who is to blame? Politicians? Other countries? Bad luck? None of the above, because blame—no matter how accurately it appears to be directed—still gets us nowhere. Blaming prevents us from

taking constructive action toward resolution of a problem. What works?

Taking charge of what we can change does work, and it works spectacularly.

When I first heard feelings of desperation and cynicism expressed by my fifth-grade inner-city students many years ago, I was taken aback. Like other middle-class teachers I was surprised by their wrath and their view of the world as a bad, dangerous place. Like all child victims, they blamed themselves for their poverty and their disadvantaged lot in life.

I felt their pain, but despite my frustration with a social and political system that I believed perpetuated this underclass, I felt strongly that answers—to their victimization, to their anger, to their antisocial behaviors—had to come from within each of us. We had to start changing the world right in our classrooms. Changes would be local—starting small and letting it grow. I also realized that the burden of responsibility was on the teacher—me. As the only one in the classroom with even a modicum of power, I had to use it wisely, to provide leadership and an impetus for change. They desperately needed a model—something different from what they knew outside of school. Moreover, that model had to be real and tangible. Words alone were inadequate. I had to plan, work toward, and create a classroom environment that exemplified the type of world I spoke to them about. I had to back up my words with action. Although I never worked so hard in my life as I did my first 5 years in teaching, I quickly learned that taking charge of what could be changed got results. Several years later, in my first position as school principal, and after 4 years of hard work by our entire school staff, our elementary school (in one of the poorest towns in the state) was identified as a School With Exemplary Discipline by Phi Delta Kappa's Commission on Discipline at Ohio State University.

My experience is far from unique or unusual. Many of the teachers who were recently selected and honored by the University of Vermont for their teaching excellence and their commitment to children described their work modestly. They did not see what they did as highly unusual, but they did share the belief that all students could do well and that what the teacher did was pivotal to each student's success (DiGiulio, 1994).

Done well, teaching is a hard job. Any successful teacher knows that teaching is labor-intensive. Teachers make more evaluation-related decisions during their workday than members of any other occupation or profession, even more than physicians or air traffic controllers. Teachers must constantly be thinking on their feet, taking in information, processing it, and making decisions that are in the best interests of the students.

Teaching is also time-intensive: The workload does not end at dismissal time! Indeed, teaching demands more time spent in preparation than any other profession or occupation. The preparation is ongoing, just like a holiday meal. I remember my parents spending days preparing for our Thanksgiving dinners: deciding what to serve, thinking about previous holiday meals, going over the list of guests (usually ranging in number from 10 to 20), determining where to seat people, and so forth. My parents then went into action, furiously cleaning, shopping, cooking, baking, and, once the guests arrived, serving the meal. I remember what the house looked like when it was all over. My parents would collapse, exhausted, on the downstairs chairs and sofa. The next day they would reflect on it all—what went well and what might be improved for next time.

Teaching involves a similar process, only it is harder in at least two ways. First, teachers always have 20 to 30 guests at each meal. Second, the guests keep coming back, day after day, for almost 200 consecutive Thanksgivings!

The hardest part is not teaching subject matter; it is managing a classroom. National Education Association polls of teacher opinion typically show "managing classroom discipline" as the teachers' most pressing and often-mentioned challenge. Indeed, the public is also concerned about classroom management. In the annual Gallup Polls of the Public's Attitudes Toward the Public Schools, discipline typi-

cally leads the list of problems facing our schools. (The Gallup Poll appears each September in *Phi Delta Kappan.*)

Indeed, there are some very practical reasons why teachers (and future teachers) should be concerned about how well their classrooms operate. The first and most basic reason is that student learning and achievement are at stake. Research clearly shows that students learn more—and they learn more efficiently—in smooth-running classrooms. In a recent analysis of 50 years of educational research, of the 28 factors evaluated, classroom management had the greatest effect on school achievement. Working from a database of 11,000 findings, the authors concluded that classroom management affected learning more than factors such as home environment, cognitive processes, school climate, school policies, and parental support (Wang, Haertel, & Walberg, 1993/1994).

In addition to research, common sense tells us that a chaotic classroom distracts students, preventing them from attending, focusing, and concentrating. Disorder wastes time and hinders students from reaching their educational potential. Chaotic settings prevent students from reaching their social potential as well. In a disruptive classroom environment, it is unlikely that a child or teen can learn much about how to treat others respectfully.

Second, a well-run classroom makes your job easier, and it makes teaching possible. When teaching is possible, we feel a sense of accomplishment. No teacher ever felt a sense of accomplishment while suffocated by an unruly, tumultuous classroom.

Third, your job is at stake. Whether or not you think it's fair, your effectiveness as a teacher will largely be determined by how well you manage a classroom. Indeed, difficulty with classroom management drives many teachers into other professions. Aside from—and in addition to—dissatisfaction with a low salary, lack of discipline by students is the most frequently mentioned reason given by teachers who are thinking of leaving teaching and by former teachers who have actually left (MLIC, 1986, pp. 19-20). In California, half of all teachers leave the teaching profession within 5 years, due mostly to "discipline problems" (Marshall, 1998, p. 2).

Fourth, you could be the defendant in a lawsuit. No teacher has yet been successfully sued for educational malpractice (a student's

failure to learn), yet teachers have been sued successfully (held personally liable for monetary damages) when plaintiffs' lawyers convinced a judge or jury that a student's injury was due to teacher negligence. Of course, some student injuries are unforeseeable, and unforeseeable serious injury can happen in the best-run classrooms headed by experienced teachers. Nonetheless, teachers who create and maintain a safe and orderly environment for students will be in an advantageous position when they must defend themselves in court.

Finally, our society needs it desperately! A teacher's leadership and influence have never been more consequential. Although parents and religious leaders still shape prosocial behavior, schools are being asked to shoulder more of this responsibility than ever before. Whether we agree with it or not, this new responsibility has increasingly become part of each teacher's job. In a free society like ours, the stakes are high. Indeed, except for a few social workers and trial lawyers, today's teachers are the only professionals our society has—and will have in the future—who stand between a student and jail. If students fail to learn prosocial behavior, their misbehavior and antisocial behavior soon become matters for the legal system and, ultimately, prison.

Aggravating this predicament is the increasing isolation brought about by technology. In the 1960s, media experts enthusiastically predicted that television would create a global village, bringing us closer together. They told us that "electronic technology fosters and encourages unification and involvement" (McLuhan & Fiore, 1967, pp. 8, 67). Quite the opposite seems to have occurred: Television has insulated and isolated us.

It has also shaped our experiences, even when we are not watching. When we do meet to talk we have less in common. This is so because our experiences (what we watch on TV) are increasingly unique. In 1954, just about everyone with a TV watched *I Love Lucy*, and talked about each show afterward, but today, with hundreds of simultaneous TV program choices, what you view is very likely to be different from what your friends and neighbors view.

Because it demands a viewer's total attention, television does not allow for human interaction, and its content rarely emphasizes prosocial behavior. Indeed, even by 1950, parents were concerned by television's portrayal of violence aimed at children (Witty, 1950), and

since then the content of television has become increasingly violent. A recent 3-year study (*National Television Violence Study*, 1996-1998) analyzed almost 3,000 network and cable television shows. It was concluded that most television shows depict violence and that many children's programs portray violence in ways that promote imitation by children. We have known for many years that children imitate the aggressive and violent behavior they view on TV (National Institute of Mental Health, 1982), and they carry those behaviors into adulthood (Zuckerman & Zuckerman, 1985).

Furthermore, television occupies a huge chunk of our students' time. A recent Harris survey of teachers and students revealed that public school students spend much of their time watching television. On school days, most students watch at least 2 to 3 hours of television, and one out of four watch at least 4 or 5 hours per school day (MLIC, 1993, p. 31). Watching television for 5 hours per day for 1 year is the equivalent of more than 2-1/2 months of nonstop watching!

Because of increased isolation brought about by television watching, along with the likelihood that both parents work outside the home and the decline of the influence of extended families and organized religion, school not only remains a good place for teaching and reinforcing students' prosocial behavior; it has now become, in many wealthy and poor school districts alike, the *only* place students will learn prosocial behavior.

Think about the simple act of eating together. In many American homes today, between the end of school and bedtime, it's only the teen, a microwave oven, and television. As a result, school mealtimes are, for millions of children and adolescents, the only opportunity they have to eat with others, and thus, the only chance they will have to learn how to behave during a meal.

Researchers at the Harvard School of Public Health analyzed the results from 20 years of studies on child behavior (Buka & Earls, 1993). They found that behavior problems in early childhood are the strongest predictors of violent and antisocial behavior later in life. In looking at teenage and adult subjects who as children participated in programs such as Head Start, one researcher reported that social skills learned in childhood are durable. Prosocial skills learned by adolescents when they were children in Head Start stayed with them even if their academic gains eventually faded (Whitmire, 1994). There is

little question that the time and effort teachers spend in teaching children prosocial behavior are investments in the future.

The bottom line is worth repeating. Teachers may be our last, best, and perhaps only real hope for addressing the more serious social issues that face our society: respecting human differences, honoring human dignity, and ensuring our survival as a people.

The good news is that running an effective prosocial classroom is within reach of all teachers. The techniques and skills can be learned. In fact, I believe that during the next 10 to 20 years those educators who can teach students prosocial behavior will become prized members of our local and national communities.

I

Positive Classroom Management

1

Toward a Prosocial Classroom

Moving Beyond Rules as Reactions

BEFORE speaking about specific strategies useful in managing classrooms and encouraging prosocial behavior, I want to briefly examine the whole idea of classroom management.

In its most positive sense, classroom management means a great deal more than discipline, or making students behave. It means, essentially, that the teacher is a leader: He or she gets things going, keeps things moving, keeps students safe, and runs the show well enough to be able to actually teach and have students learn. At its heart, positive classroom management is creative: It creates the best situation in which the student can learn and the teacher can teach. At its worst, classroom management is negative and adversarial: Teacher is pitted against student, and students are pitted against one another and the teacher. However, the needs of the learner and those of the teacher are not naturally at odds. Teaching and learning need not be a zero-sum game; one side does not have to lose so that the other side can win. Yet, when classroom management is ineffective, constructive and creative teacher action is replaced by teacher reaction and adversarial behavior.

Why does this happen? Why do teachers react as adversaries to students? Because teachers are human. Under stress, humans instinctively fear losing control. Faced with a highly stressful classroom

situation, choices quickly get narrowed down to two. A teacher can either cave in, give in, and be perceived as ineffectual, or dig in, come down hard, and resort to harsh, reactive methods to try to restore order.

Fear is a normal human reaction when facing the unknown or unfamiliar. For some teachers, a new classroom is as fearsome as a cave filled with bats. Faced with the need to prepare, plan, carry out, organize, prioritize, and evaluate, some teachers are overwhelmed. They simply do not know what to do or where to begin. There is nothing wrong with them. They simply have not yet learned how to positively and constructively manage the classroom.

In response to fear, some teachers adopt a get-tough approach. Such approaches, which attempt to subdue students with rules, threats, and punishments, cannot teach them good behavior. Similarly, assertive classroom management packages rely heavily on punishment and other external controls—checks placed on a chalkboard or marbles in a jar. In such packaged plans, the teacher is promoting not prosocial behavior but conformity to reactive, impersonal rules. Students may momentarily comply for fear of punishment, yet the good behavior these plans produce is short-lived. Because good behavior has not been internalized, it cannot carry over to other settings such as the school yard or lunchroom. Worst of all, these plans can turn a teacher into a dizzy robot whose time and attention are more focused on detecting and reacting than on teaching.

At the other extreme, a laissez-faire classroom management approach, one that provides students with no structure or guidance, may be just as detrimental to student dignity as overregulation. Anyone can give kids freedom by permitting students to do whatever pleases them. Remember that children and teens need to feel safe in school if they are to learn, and that safety includes protection from being harmed by other students. All students need freedom of choice and to experience empowerment—to have some control over what they are learning—yet this must occur within the context of a structured and secure learning environment. Consequently, classroom management must be prosocial: It must promote students' healthy social and emotional development in a secure environment. Ultimately, classroom management must teach students how to get their needs met without resorting to dishonesty or violence to themselves or others.

Managing a Business Versus Managing a Classroom

Some teachers mistrust the word *management*, thinking it implies unfair power manipulations. Because we hear all too often how power is abused by government and business leaders, teachers can be uncomfortable using power to manage a classroom. What I am suggesting is that teachers need to use their power, but in a way different from the way it is used in business.

Compare the business world to teaching. The goals are different: In business, the goal is profit. The goal of schooling is not profit but the education of all children. Just as goals differ, so do the means differ to achieve those goals. To achieve its goals, business uses coercion: threats of reduced pay or, ultimately, firing of those who do not produce or measure up to a work standard. Whereas businesses can and do fire employees, who may simply go to work elsewhere, public schools cannot fire failing students. These students must stay, relegated to a second-class existence as "poor students," "troublemakers," and "losers." These labels stick, residing within the student's self-concept long after the student has dropped out or finished school.

Although some school reformers have suggested that schools should be run like businesses, the problem, coincidentally, is just that Schools *have* been run like businesses. Each day countless well-meaning teachers use the same reward and coercion techniques as are used in business. Educators who habitually use these techniques wind up abusing their power by firing students (through the use of failure and overreliance on suspension).

To summarize, whereas the bottom line of a corporation is monetary profit for the benefit of that corporation and its shareholders, the bottom line of a school is the education of students for the benefit of both the individual student and the larger society. Hence, schools' methods toward achieving those goals must be prosocial. Failed businesses end up in a bankruptcy court's file cabinet, but educationally and socially bankrupt students do not so easily disappear.

The Damaging Effects of Reactive Rules

Fortunately, there are alternatives to shaping our schools along the lines of businesses, and there are also alternatives to using

reward-and-punishment, reactive rules in the classroom. Think about this: Human civilizations that have survived longest are those with no formal legal systems. The Netsilik Eskimos of northern Canada, for example, have thrived under inhospitable conditions for 10,000 years without formal laws. The Netsilik have relied on three central, unwritten codes of conduct: *collaboration*, where all work together in hunting, preparing, and sharing food; *kinship*, the maintenance of a network of ties to nuclear and extended family; and *patterned relationships*, the forming of partnerships ("dyads") that bring unrelated people together in an almost impossibly hostile Arctic world (Balikci, 1970, chaps. 3-6). Behavior beneficial to the society is taught personally, through codes of conduct. To enforce these codes of conduct, Netsilik rely not on courts or prisons, but on social pressure. Membership in society is valued; thus, being ostracized is a potent force. Without having to label its members as either "law-abiding" or "criminals," Netsilik promote behavior that is both productive to the individual and to the Netsilik as a whole. In a word, it is a prosocial system.

Laws and reactive rules may be necessary in huge, anonymous, complex societies, but they are inappropriate in the smaller world of a classroom of teachers and students. Like the Netsilik system, the classroom works best when it works as a small and simple society. Unfortunately, many teachers assume that because reactive rules and laws are part of our larger, real world, they must also compose the heart of classroom management. However, laws are a necessary evil of the real world: Because our larger society is so huge and complex, it cannot use person-to-person, Netsilik-type understandings (handshakes don't seal agreements any longer!). Instead, it must rely on an impersonal and formalized law system of police, lawyers, courts, and prisons, and even these expensive measures are of questionable effectiveness.[1]

When teachers use this impersonal larger-society approach to their teaching, they set up ways to identify and punish criminality but rarely get down to actually teaching good behavior. However, precisely because classrooms are not huge and complex societies, we teachers can take a small-society approach to classroom management.

Of course, today's classrooms are diverse in ways that Netsilik society is not. We teach students from different ethnic or racial groups, and students from families with very different values. Never-

theless, these differences highlight the necessity for teachers to focus on helping students realize what they have in common: As human beings, we all have needs to feel safe, to survive, to love and be loved, to be part of a group, and to grow in wisdom and self-knowledge. These are true for the Netsilik, and these are true for every student in our classrooms irrespective of class, race, gender, ethnic group, or other classification.

It is only within the small-society classroom that we can establish basic understandings. There, through interaction that is person-to-person, we can discuss, set, and practice limits, and ultimately, model and teach students prosocial behavior. Unless we move toward the small-society classroom, prosocial behavior cannot be learned no matter how much money is spent or how long we extend the school day or school year. To create a small-society classroom, we must first differentiate between rules that teach (proactive rules) and rules that do not (reactive rules). Reactive rules typically focus on threats and punishment. There are also other reactive rules: reactive rules that mislead, and reactive rules that distort. Both types have no place in positive classroom management.

Perhaps the biggest drawback to relying on reactive rules in school is that they work after the fact. Although they may *threaten* punishment, they do not *prevent* misbehavior. Like a ticking time bomb, we await the first infraction, for something bad must first occur. For example, our legal system can proceed to trial only after something has occurred that is suspected to be illegal. Until evidence is available of their violation, reactive rules are powerless and, in effect, meaningless.

In fact, reactive rules and laws create problems. The United States has more laws than the rest of the world combined, and government makes use of those laws: The United States has a higher percentage of its population in prison than any other industrialized nation. Almost 1.25 million Americans are now in prison (Gilliard & Beck, 1998). Including the 567,000 Americans awaiting trial or serving terms of less than 1 year, more than one out of every 150 Americans is now in prison! The system keeps getting more efficient: During the past 7 years, the number of prisoners has grown by more than 60%.

Yes, our law system is reactive and it efficiently identifies criminals. Yet, in doing so, it creates another problem: what to do with

these identified criminals? Once we have called people "criminals," there is only one thing to do: Build prisons for them. As the number of criminals grows (as it has), so must the number of prisons. Whereas this is an expensive, stopgap arrangement for society, within our schools, reactive rules provide no recourse. What can schools do with students who are the school's identified "criminals"? Schools can only put them out—suspension and expulsion. It is not farfetched to say that the more students that are suspended and expelled, the fewer schools we need, but the fewer schools we have, the more prisons we will need.[2]

Reactive Rules, Type I: Rules That Threaten

My analogy between prisons and schools is not abstract or farfetched. Recently, 30 girls at a Connecticut middle school were strip-searched by a gym teacher, assistant principal, and security guard after a student claimed that $50 was missing. Threatened with arrest if they refused to take off their clothing, all 30 girls complied, and yet no money was recovered. In response, the school superintendent suspended the three women who conducted the strip-search, and he apologized to the girls and their families (Schuster, 1997).

There are educators who support strong responses (such as strip-searches), thinking them appropriate to crimes (such as theft) that are suspected to have occurred. However, there is no evidence that these strategies in any way reduce school crime or violence (Skiba & Peterson, 1999), and there is evidence that strip-searches may create emotional harm in students (Hyman & Perone, 1998).

Nevertheless, we still hear "let the punishment fit the crime." But in fact, punishments actually exempt students from learning prosocial behavior. Conventional wisdom tells us that punishment (or at least the threat of it) is a necessity in teaching students good behavior, but think about it: Punishment or the threat of punishment actually sabotages the process. Punishment relieves the student from an obligation to behave prosocially. With rules that threaten, students have this choice: "Don't break the rule, or break it and take the punishment." Students can thus trade their willingness to suffer punishment for their duty to respect one another. The only thing that a

teacher can do in response is to raise the stakes by making the punishment increasingly distasteful in the hope that fewer will opt for it. Yet, in the classroom, prosocial behavior must be understood to be obligatory, not a personal choice or an option. Certainly, you can (and should) provide your students with many choices during the school day, but prosocial behavior is a goal that all of us—teachers and students—must work toward. Because it is necessary for individual and group survival, no one can buy out of that obligation, nor "cop a plea" or be let off the hook. (Remember the Netsilik?) In a classroom, prosocial behavior is a standard for all, practiced until it is learned—not until someone tires of it or opts for punishment.

Reactive Rules, Type II: Rules That Mislead

Rules mislead us when we rely on them to teach, instead of relying on words or actions. Young children, for instance, do not learn good behavior from rules. Research tells us that children do not see laws and rules as guides to good behavior. Written and verbal rules and laws are too abstract for young children (they take them literally and keep them external to their thinking). Rules are also external to older children and preteens, who internalize them only as their social relationships develop, modifying them to the circumstances at hand (Reimer, Paolitto, & Hersh, 1983, pp. 39-42).

Besides, children see morality (doing the right thing) as justice. They do not define *justice* as adherence to rules. Ask a 4-year-old if it is all right to hit other children. Most will say, "No, it's not." Ask if it would be all right to hit if there was a rule that allowed hitting. Because a child sees the basic injustice in hitting and being hit, the child would still say that—even if their school's rules permitted hitting other children—hitting others is wrong (Shweder, Turiel, & Much, 1981). Although a child naturally sees the injustice of hitting, the actual prosocial behavior itself, both in form and frequency, must be taught (Eisenberg & Mussen, 1989, p. 6). We cannot passively rely on a child's natural empathic feelings or sense of justice to automatically develop into good behavior.

Nor should we go to the other extreme and resort to drastic measures. Although some teachers use threats of punishment to scare

students into doing or not doing something, young people do not learn prosocial behavior through threats. Children and teens learn prosocial behavior from their own experiences with their environment (things), from their experiences with others (people), and from within themselves, as part of their growing ability to empathize with and to feel for others. For instance, upon being himself hit by another, any 5-year-old instantly knows injustice—he knows hitting others is not right, regardless of the existence of written or verbal rules against (or for) hitting. Even if an adult were to say "you deserved it" (based on the eye-for-an-eye law), the child's sense of justice is unmoved: "Nobody should be hit. Nobody has a right to hit other children." (How sad it is when we see a child who does believe "I deserved it.")

Ultimately, rules that mislead short-circuit a child's natural sense of justice. This sense does not come from outside the child (rules) but develops inside the child (empathy). By age 11 months, most children are capable of empathy—caring responses to others, especially others in distress. In his summary of literature on children's prosocial behavior, Hoffman (1979) found that empathic responses to others arise before the first year of life and that prosocial behavior toward others can be learned and carried out by children as young as 2 years of age.

Rules mislead and do not teach when they are expressed in the negative, telling us what *not* to do. It's one thing to have a rule ("No swearing allowed"), but it is another matter to teach students how to express themselves constructively. It's one thing to say "No running during a fire drill," but it is an entirely different matter to teach how and where to walk during a fire drill, and then have the students practice it.

There is the familiar expression "Locks are meant for honest people." What this phrase says is how deceptive the preventive benefit of locks truly is. Anyone who has lived in a large city (as I have) and has had his apartment broken into (as I have) despite locks on doors (and yes, even on my windows) knows this truth: Those who are intent on stealing my stereo will not be deterred by a lock, whereas those with no interest in stealing would not even notice that my door and windows are locked. In both cases, it is the presence or absence of an interest in stealing that drives the behavior, not the presence or absence of a lock.

Thus, we teachers must not devote energy toward creating more locks (rules). Instead, we must teach to transform the attitude that fuels the behavior (the interest in stealing), and not merely draw students' attention to the presence of the lock (rules and threatened penalties).

This is not as difficult as it may seem. When you attend your cousin's wedding reception, you are not given a list of rules of behavior. It is understood (remember the Netsilik?) that among other things you will not steal Aunt Peggy's purse and that you will behave prosocially. Even if you may not have a strong liking for your relatives, you are expected to show civility toward them. You actually do so because you have already internalized the limits to the situation, even if this is your first wedding reception. You have learned the limits elsewhere but can transfer them to this situation. Successful prosocial classroom managers replicate that idea in the classroom by expecting civil behavior, even toward those one may dislike.

Rules that mislead can give a teacher a false sense of security. A classroom I visited as a principal provides an illustration. Above the chalkboard was a banner almost the width of the classroom. It was a list of 10 rules, printed in huge boldface uppercase letters. The teacher was puzzled when, by October 1, her class was out of control. She clearly posted the rules and said she even involved students in coming up with the list.

What was wrong with this?

One thing: As I sat to discuss this with her, she realized that she never got around to actually teaching her students how to behave. Like many other teachers, she assumed that rules spoke for themselves. ("After all," she said, "I made the rules clear: I posted them in big letters, too!")

Reactive Rules, Type III: Rules That Distort

Finally, rules that distort are rules that keep students from being accountable for their behavior. They can also lead to warped perceptions on the part of the students, particularly with regard to personal responsibility. For example, a common rule that shields elementary

school students from the natural consequences of their behavior would be, "Three missed homeworks equals losing one recess period." In response to this rule, you will surely hear a student reason, "If the limit is three, then two missed homeworks are permitted, right?" In fairness, of course, you must agree to that notion. But instead of waiting for each student's third missed homework assignment, instead of allowing 50 missed homeworks in a class of 25, and instead of having that rule at all, you should hold students accountable for each homework. Thus, when John misses one homework assignment, he must account for it. Ask him about it. Instead of establishing a rule that gives blanket permission for students to miss two homeworks, let students know that because homework is important, even one missed homework assignment cannot be disregarded: "You have to bring it in." No interrogation, no blaming, no excuses, nor punishments are necessary. In this matter-of-fact way, students can be confronted with their own realities, a consequence that is truly consequential to each student. Naturally, if there is a student with a chronic problem, I would take further steps, possibly involving the parents in a daily report card to help ensure the homework is completed. But I would never use a rule to hinder students (kindergarten through high school) from being accountable for their work.

Instead of laying out prefabricated consequences ahead of time, which reactive classroom management programs tell you to do, plan for consequences to be as natural as possible—let them flow from the specific situation. Natural consequences emphasize the student's responsibility to carry out his or her job, instead of emphasizing the teacher's responsibility to react and be the enforcer.

Rules can distort in other ways as well. Particularly when expressed legally or formally, rules can foster a distorted sense of justice by transforming a clever student into a classroom lawyer, engaging the teacher in arguments over the precise interpretation of classroom or school rules. Some adolescents are particularly adept at this. Although this may sharpen a student's debating skills, it serves to divert focus from prosocial behavior. Worse, students develop a distorted idea of justice: "If I argue successfully, then no law has been broken, and because no law was broken, I did nothing wrong!" (We read of public figures, accused of some crime, flatly denying wrong-

doing. In our innocent-until-proven-guilty nation, the accused is always technically correct in proclaiming his innocence!) By arguing skillfully, many who have behaved wrongly are found not guilty.

Hence, our legal system is a poor model for the prosocial classroom teacher and student. Learning prosocial behavior demands that teachers shift students' focus away from arguing *why* (their side of a story) to considering *what* (their action) did to another:

Punching another child is wrong, even if there are no witnesses. Punching another child is wrong, even if you can produce witnesses who say she first swore at you. Punching another is wrong, even if there is no rule that states "No punching."

Ultimately, an overemphasis on reactive rules and laws degrades us as a society. Recently I stopped my car at a rest area off Interstate 95 in Laurel, Maryland. As I got out of my car and walked toward the concession building, I was struck by the size and number of signs all around me: "NO PARKING," "KEEP OUT," "ONE WAY," "YIELD," "STOP," "KEEP OFF THE GRASS." As I turned, I saw a beautiful hillside opposite the building. On that hillside were posted monstrous brown signs, as huge as billboards:

NO TRESPASSING
STATE HIGHWAY AUTHORITY

To the right, another: "NO TRESPASSING. STATE HIGHWAY AUTHORITY." And another, and another. (Ironically, as evidenced by well-worn paths under the billboards, people still trespassed and walked on the grass. So much for locks!)

Whether at a public rest area or in a public school classroom, reactive rules—posted large—are, by themselves, signs of desperation. In our classrooms, bigger and more menacing signs and dire punishments cannot teach students prosocial behavior. Only we teachers can teach students prosocial behavior.

Proactive Rules: Rules That Teach

Before you think I'm advocating anarchy in the classroom, let me restate: Successful classrooms must have rules, but they must be the right type. Successful teachers establish limits and recognize the importance of consequences, but for the reasons discussed earlier, they do not depend on rules and punishments to do their teaching. Experienced, successful teachers (including my sample of Vermont's outstanding teachers) avoid impersonal, crime-and-punishment classroom management. Instead, they create a classroom community. They use rules as basic understandings for prosocial behavior before the fact, not after misbehavior has occurred. (One teacher said that "Each school year begins with an in-depth discussion of the term 'respect' and all that it entails in our classroom." Another wrote that "We spend a lot of time in class talking about, demonstrating, and highlighting appropriate behavior.") Experienced and successful teachers discuss—and set—limits. They then actually and concretely teach students prosocial behavior. (A third teacher advised: "Model respectful, caring behavior for your students and directly teach the skills—don't assume or leave it to chance.") But what attitudes, knowledge, and skills do successful teachers actually teach? What is their alternative to relying on reactive rules? The answer is that they involve students in rule making, providing an opportunity for students to think about, discuss, and put into action rules drawn up that are positive expectations for prosocial behavior. The rules that are developed in this way are powerful and empowering, for they are proactive instead of reactive. They are what I call "basic understandings," essential to the life of every classroom, kindergarten through college.

Notes

1. In their analysis of the increase in violence in America, a team of public health researchers stated that traditional criminal justice responses are simply not working: "America's predominant response to violence has been a reactive one—to pour resources into deterring and incapacitating violent offenders by apprehending, arresting, adjudicating, and incarcerating them through the criminal justice sys-

tem. This approach, however, has not made an appreciable difference. Although the average prison time served for violent crime in the United States tripled between 1975 and 1989, there was no concomitant decrease in the level of violent crimes" (Mercy, Rosenberg, Powell, Broome, & Roper, 1993, p. 11).

2. Researchers Skiba and Peterson (1999) add, " In choosing control and exclusion as our preferred methods of dealing with school disruption, even as we refrain from positive interventions, we increase the likelihood that the correctional system will become the primary agency responsible for troubled youths" (p. 381).

The growing similarity between large schools and prisons is striking. Crimes—particularly serious violent crimes—are much more likely to occur in larger U.S. schools. Large schools (1,000 or more students) have more than three times the incidence of violent crime than small and medium-sized schools (United States Department of Education, 1998).

2

Teaching Basic Understandings

Limits and Courtesies

ALMOST 100 years ago, French sociologist Emile Durkheim said that in order for young people to learn prosocial behavior, they must first be oriented toward the well-being of others, or what he called "collectivity." "Moral behavior," he wrote, "demands an inclination toward collectivity" (Durkheim, 1925/1961, p. 233). Before we can teach children *how* to behave well, we must first instill in them *a desire* (inclination) to behave well. Durkheim emphasized that this inclination does not happen automatically. It must be taught. Although he did acknowledge the significance of family and home, Durkheim felt that teachers and schools were in an even more advantageous position to foster prosocial behavior—"moral behavior" toward others to whom students were not related by familial ties.

But which moral behaviors should we teachers foster, and how can we do so without relying on rules? As we think about both questions, let's "get real"; let's look at real people in the real world. (Keep in mind Durkheim's term *inclination*.) When you go to the post office to purchase stamps, for example, you practice a hundred different prosocial behaviors, from trivial to significant: waiting in line, keeping your voice moderate, asking for stamps, and so on. In normal, mundane situations like these you do not consult (or need to consult) any formal rules of prosocial behavior. Once you are actually in the

situation at the post office, you are not forced to respect others (you will not get arrested for not waiting in line), but you are *inclined* toward the welfare of others. You *want* to behave well. You are inclined because you are aware of—you have learned—the limits and courtesies appropriate to that social situation. Limits are boundaries; courtesies are what we do and say.

Limits at the post office include your standing behind (and not ahead of) the last person in line once you arrive. Limits keep you from bypassing the line and directly approaching the window. Limits also depend on the setting. For example, I do not belch loudly on line in the post office as I might walking alone in the woods, nor do I use vulgarity or a loud voice in speaking to another.

Courtesies are how we treat others. Courtesies are how we show empathy—that we recognize that other people have feelings and sensibilities. If an elderly man or woman is struggling to open the door, I will leave the post office line to open the door. You will let me back in line when I return from opening the door for them. If you trip over my briefcase, I say words to tell you how I feel (for example, "Sorry!") and words to tell you how I hope you are feeling (for example, "Are you okay?"). My concern for you is personal, and not because I fear punishment.

Keep in mind that there is no formal rule or law referring to any of these behaviors. You and I are aware of post office limits and courtesies solely because we have already learned them, from our prior personal experiences with other people in other settings, notably home and school. Schools (and the media) have done well in teaching about diversity—how we differ—but prosocial behavior means that students must learn about likeness, especially (and most urgently) that others who live in and share our world have needs and feelings. In the small society of the classroom students can see, hear, and become sensitive to others' feelings and needs. When our students (with our guidance) develop within themselves an inclination toward the collective good, they become capable of prosocial behavior every time they step into a post office, museum, mall, synagogue, or supermarket.

Limits are rules that teach. Limits are needed by all children and adolescents, and they will continue to need them as prosocial adults. In the classroom (as elsewhere), limits are boundaries. Because they

are boundaries, limits must be clear, concise, and concrete. For example, what is a workable classroom noise level? Where may we go after lunch? Do we bounce a basketball in the classroom? If not, where may we do so?

A few key limits and routines must be established the very first day of school, and students must practice them daily during the first week. Examples include limits of personal space and personal property. (Checklists II and III in Chapter 6 provide more details.)

Once key limits and routines are in place, we teach limits best by discussion, by talking to and with our students. This allows students to revise and update their previous conceptions of prosocial behavior. Take this fourth-grade discussion:

"Last year Mrs. Marsh said we could bring water guns to class. I brought mine!"
"Did being able to bring a water gun make students happy, Mark?"
"Yeah! When you 'got somebody good'!" (all laugh)
"But what about the kid who gets hit? Steve, did you ever get squirted?"
"Yeah! In the back of Mrs. Marsh's class, three kids ganged up on me all at once! Pete got me right in the face. . . . "
"Did you think it was fun?"
"Well, sorta. No, I guess it was . . . embarrassing?"
"Mike?"
"I shot at my brother, but then he got so mad he threw a glass of water in my face and then I got so mad I punched him."
"Angela?"
"Steve got moved at lunch yesterday. Everyone kept laughing at him after he got squirted right in his ear . . . ."

Note the process. Note the basic understandings being established:

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1. **Being a target isn't fun.**
2. **Humiliation is painful.**
3. **It makes us want to strike back.**

Also note how rich this is, how it can incline students toward the good of others, and how different it is from a teacher's making and posting of reactive rules.

What is perhaps most powerful about establishing basic understandings is that teachers do not have to go through this process with every single item or issue. Students can—and will—generalize (extend) the basic understandings that are established. By extending them, students can apply them to other situations. If it is understood that being a target is not fun, students can apply it to other areas, such as group teasing, picking on a student, or ridiculing someone in front of others.

Take the second basic understanding: Humiliation is painful. Note how limits flow naturally from this simple basic understanding: No using toys to humiliate others. Water guns have no real purpose other than humiliation, so leave them home. (Extension: Other toys used to humiliate should be left home, too.) Perhaps a most relevant extension students can be encouraged to embrace is one especially important limit, given the urgent situation in too many contemporary schools:

Humiliation = pain = no water guns = no guns

Rules, metal detectors, security guards, or police dogs can never teach that limit.

In addition to limits, courtesies are also part of the classroom's basic understandings. Courtesies are words and actions used to regard and treat other persons humanely. Courtesies are a sign of consideration of others. Courtesies allow us to communicate when an error has been made. If I bump into a student, courtesies give me words to help the student understand I did not mean to do it, and they give me words to convey that I feel bad about any pain he may have suffered. Courtesies also give the student words to let me know that he or she is not hurt or angry. Like limits, courtesies must be taught actually and concretely; not only discussed but practiced within

the classroom. As with limits, they flow from a basic understanding that bumping another can be painful.

More Basic Understandings: A Prosocial Prescription

Here is a "starter list" of four basic understandings appropriate at any level: elementary, middle school, or high school. This list (or one you develop) will form the core of discussion, and it will also serve as a teacher's guide for you. During the course of the school year, more basic understandings can and should be added and addressed. (These can also be used as a starter list for your school to establish in each classroom.)

1. ***Respect is nonnegotiable.*** All students are to be respected: by each other, by the teacher, and vice versa. This is a cornerstone of all basic understandings for prosocial behavior. Hurting or insulting others, for example, is wrong because one forsakes respect from and for other human beings.

Examples of prosocial discussion: Is vulgar language ever allowed? When? (limit). Is it to be directed at another? (limits and courtesies). Is it okay to treat someone badly? When? (limits and courtesies). Following is a third-grade example:

"My mom's boyfriend Roy uses really bad words. 'Specially when he's mad."
"Yeah. I know what you mean. My brother is, like, always saying bad words."
"Gina, how do you feel about it when it happens?"
"Terrible! I tell him to 'shut up' and so does Mom!"
"Wow. I can't tell my 'Uncle Roy' to shut up so I just walk into the other room."
"How can we be sure things are different in our classroom? Jamal?"
"We can't walk away, can we? We gotta stay in this room. Don't we?"
"Alexis?"

"We don't have to walk away if everybody treats everybody right. Have everybody be nice to each other. To say bad words only when they are by themselves, or outside, or when nobody can hear . . . ."

"And, we can just talk to each other when we're mad, and say 'I'm not happy with something' instead of saying bad words behind somebody's back."

"What about 'shut up'? Jamal?"

"We can't say 'shut up'—that's rude. Nobody should say it if everybody talks nice to each other."

"Yeah. If you're mad, you can just walk to someplace else in the classroom and not say anything. My dad says 'just walk away.' You don't have to say 'shut up' or anything."

Note the process. Note the basic understandings being established (following discussion, these can be listed on posterboard and displayed in a prominent place in the classroom for future reference):

A. Use words. Talk to each other.
B. If angry, wait until you can use kind words.
C. Separation is better than conflict.

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2. *Cooperation over competition.* Most of the time, one student's helping another student solve a classroom science problem is not "cheating" or unfair. Our job is to clarify the difference. The best way to do so is to establish cooperation as the norm. Specifically, this means planning and carrying out cooperative learning practices in the classroom by having students work in pairs and in small groups for at least half their time in school (see Slavin, 1994). From the basic understanding that cooperation is the norm, students can then learn that certain unusual situations (such as during a quiz or test) are competitive times, one of those few times when sharing information with another is not the right thing to do.

Examples: What is cheating? (limits). How does a student show interest in helping another? (courtesies). Following is a seventh-grade example:

"What is the difference between helping and cheating?"
"Well, cheating is when you get caught!"
"So if you don't get caught, Alicia, it's okay to cheat?"
"No . . . I'm not sure, actually."
"Jena, you look like you're eager to speak. Go ahead."
"Cheating is when you think you are helping somebody, but you really are hurting them."
" 'Hurting them'? How do you mean that?"
"Well, if the teacher thinks it's Jay's work, but it really isn't, it's like you're lying."
"When else do you not help someone? Andrew?"
"Um, if it's a test. You're not supposed to help somebody do their test."
"Yes. But what if you're both working together on a project? Is it okay to share answers?"
"Uh-huh! If Jay is working with me on a science project, that's not cheating. We're helping each other learn."

Note the basic understandings being established by this discussion:

A. Helping others is a normal thing to do.
B. Sometimes we work without helping others.
C. It's good to help and be helped.

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3. ***Achievement is valued.*** Again, just as we need to set cooperation as the norm, so, too, is student achievement considered expected and welcome. One way we can do this is by broadening our scope of achievement. Because schools traditionally emphasize language and

math over other areas, many teachers use Howard Gardner's (1983) multiple intelligences as a guide to encouraging, recognizing, and teaching to other talent areas (intelligences) such as musical, kinesthetic, spatial, and interpersonal. Some high school teachers have used Gardner's theory in many different content areas. This increases opportunities for older students to be successful. Most fundamental is a positive class attitude valuing achievements, regardless of the areas of achievement themselves.

Examples: Should students get special privileges because they get 100% on an exam? (limits). Is it okay to brag about your successes? Should you act kindly toward another student whom you think is uninteresting? (courtesies). Following is a fourth-grade example:

"We have our four group 'winter performances' coming up soon. It's going to be important to use all the talents you have in your group. Spend 5 minutes talking about the different jobs and roles we've listed on this chart. Talk about who in your group might do which jobs and roles.

"Stefan? What did your group come up with?"

"Well, Maria likes to talk—right?—so we thought she'd be a good narrator. Philip can bring in his guitar and do music. I'm not good at anything, so . . . "

"Nothing? Let me ask Stefan's group: What does Stefan do well? Philip?"

"Stefan can write the script out. He always gets good marks in writing like book reports and stuff."

Note the basic understandings being established:

A. Different talents are important here.
B. Each of us excels at something.
C. We all value excellence.

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4. Full inclusion is practiced. In a legal sense, *inclusion* means that under threat of penalty to you or the school, a student must physically be in your room and have equal access to classroom materials and facilities. In the more important prosocial sense, a classroom is more than a collection of individuals. Inclusion in a prosocial classroom means that students see and are inclined toward a common good—the good of others in addition to their own individual good. They learn how to live with one another and how to be part of a group. They learn how to get their needs met, but not at the expense of others. Hence, inclusion sets the foundation for the small society of the classroom. (Remember the Netsilik?) All students belong here, and only under unusual circumstances are they absent from the classroom.

Examples: What behaviors are not helpful to the group? (limits). How do we treat a new student in our classroom? When is it okay to interrupt a speaker? (courtesies). Take the following example:

"In the school I used to go to, the kids were all stuck up. If you didn't have the right clothes, you were nobody."
"That sounds pretty bad to me, Latricia. Is it different here?"
"Yeah, well, a little. Actually it's mostly the same in this school, but I think it's different here in this class, if you know what I mean?"
"You feel comfortable in our class. Good. Does anyone feel uncomfortable? Dan?"
"No, I agree with Latricia. The kids here are like other kids—they're rude outside. . . . But when we're here we're not jerks to each other."
"Why is that?"
"Maybe . . . maybe because we have to get along being all in the same room? I don't know, but it's a lot easier to get along in here than outside!"

Note the basic understandings being established:

A. This classroom (school) is a good place to be.
B. Each of us can get our needs met.
C. Everyone here belongs here.

Supporting the Basic Understandings

There are several essential classroom conditions that must exist for the basic understandings to become established.

First, as evidenced by the discussion dialogue in the last example, your classroom should be a safe place. Students must feel free to speak and act without being ridiculed or ignored. Toward this end, students will take their cues from the teacher—how you react to students' opinions and actions. For all students, safety requires limits. These should clearly describe appropriate reactions to the ideas and words of others.

Second, you realize that "It takes an entire village to raise a child." No matter what the educational level of your classroom, you draw in and use resources in your community, and create a community within your classroom. Sergiovanni (1994) said that schools must emphasize the creation of elementary and secondary classrooms that "resemble small family groups" (pp. 127-128). He explains that the key to stopping violence is to restore "a community of mind" among students. Without it, young people substitute for this loss in violent, antisocial ways.

Parents are a key part of both the larger community and your classroom community. Talk with them about the basic understandings you are seeking to establish. You do not need to require parents to practice at home with their children. (These might be either insulting or impossible tasks for some parents.) Involve them—at the very least—by talking with them about what you are working toward: prosocial behavior.

Third, you model and demonstrate prosocial behavior. Students imitate what we do more than what we say, particularly when it

comes to behavior. In a fascinating study of the effects of modeling on children, researchers had adults play a game with children where the children could win money (Bryan & Walbek, 1970). Nearby was a box for donations to "poor children." Each adult sat and played a game with a child. The adult also pointed out the donation box, either complaining about it or advocating donating to it. Half the adults who advocated donating actually got up and donated, and half the adults who complained about donating actually donated as well. The outcome? Children tended to follow adults' actions rather than words: Children who saw an adult donate tended to do the same, whether or not the adult spoke for or against donation, and children who saw an adult not donate did not themselves donate, even if the adult spoke for donating.

Fourth, you should be careful with rewards, especially material rewards. Although stickers, stars, and prizes can provide momentary fun, they send students the wrong message: Behave well because then you will get a reward. A basic understanding, however, is that prosocial behavior is expected of all, not just those who choose to strive for a reward. As I said before, basic understandings are not options. We should never regard them—or present them to students—as choices, like picking a lunch entree. Yes, we can and should praise prosocial behavior as a model: "John, you did a great job working as a team with Sue and Jim today." "Jessie, thank you for holding the door for Gina—she had an armful of books!" "Zoe, I think it's splendid how you're helping Angela get used to our class." Never materially reward students for cooperating, for respecting others, or for taking good care of their own bodies. The difference between praising pro social behavior and materially rewarding that behavior is subtle but very, very important. In opposing automatic and mindless rewarding, Alfie Kohn (1993) proposed that those rewards "do not alter the attitudes that underlie our behaviors. They do not create an enduring commitment to a set of values or to learning; they merely, and temporarily, change what we do" (p. 784).

Last, and most important, you establish basic understandings at a personal level. Basic understandings are not abstract principles or formal rules the students subscribe to or promise to uphold. Words can fool us into thinking students have actually learned good behav-

ior, for there is little connection between what students say and what they actually do. In one early and famous study, students who cheated were just as likely to say that cheating was wrong as students who did not cheat at all (Hartshorne & May, 1930).

"Making it personal" means having each student be personally accountable for his or her actions. Discussions must be geared not toward the production of rote repetition (regurgitation) but toward the outcome of personal action. Establishing basic understandings uses pronouns—*I, our,* and *me,* but mostly *you*: "Tell me about how someone was helpful to you this morning. What did they do that was helpful?"

Or the teacher saying, "I was pleased with how you helped our new student during computer class. You asked Ashley to sit with you and be part of your team!"

Personal accountability for the limits and courtesies that compose basic understandings are not religious, nor should they be geared toward pushing any religious agenda or perspective. Although many religions incorporate moral behavior in their belief systems, basic understandings serve to advance only one simple point of view: human survival. Human survival violates no religious belief. We will not survive as a culture (or as a nation or as a species) unless we teach our young people the basic understandings we all need to get along with each other.

On a schoolwide basis, basic understandings can be taught in creative ways. Pedro Noguera (1995) described how an Oakland, California junior high school chose to hire not a security guard but a local grandmother to monitor students. Instead of relying on strip-searches and "instead of using physical intimidation to carry out her duties, this woman greets children with hugs" (p. 206). And when the hugs prove to be insufficient to maintain prosocial behavior, instead of punishments "she admonishes them to behave themselves, saying she expects better behavior from them" (p. 206). Although some might chuckle at the seeming naïveté of hiring a grandmother instead of an armed guard, this junior high school was the only school in the district where no weapons were confiscated from students. Noguera (1995) also visited a high school where the principal closed the campus during lunch time (for security reasons), but "without installing a fence or some other security apparatus, but simply by

communicating with students about other alternatives for purchasing food so that they no longer felt it necessary to leave for meals. Now the students operate a campus store that both teachers and students patronize" (p. 206).

High school teachers can do much to promote basic understandings through the content of their regular curriculum. High school English teacher Barbara Stanford (1995) integrates conflict management into her unit on the short story. Her unit begins with activities in which the students look at conflict in their lives. They develop a safe "fictional conflict diary" for a fictitious student, and the class constructs entries to that group diary each day. At the same time, each student keeps his or her own diary, analyzing ways they address conflict, and contributing to the class diary. Gradually, the teacher leads the students to look at conflict outside themselves; through the short story they explore ways to deal with conflict. The class uses role plays and empathy-building activities. Stanford's work has been successful, particularly because she extends the learnings outside the classroom to the student's lives.

In summary: Reactive rules do not teach. Free yourself and your students from "crime-and-punishment" thinking. Instead, establish basic understandings with your students by teaching them limits and courtesies. Students need rules that teach so that basic understandings are supported by the teacher and developed by the class. Make your classroom safe for students. Model prosocial behavior in your words and actions. Talk with parents and involve others as appropriate. Treat your students like persons, not captives. Praise and give acknowledgment to students for acting human, but do not reward them for doing so. Make basic understandings stick at a personal level by actively and concretely teaching and practicing them.

In *Miracle in East Harlem*, author Sy Fliegel (1993) summarized these ideas well. "Treat a classroom full of inner-city kids like a bunch of uneducable future criminals, and they won't let you down. Treat them with love, respect, and dignity, however, and watch them bloom" (p. 24).

The maxim "It takes a village to raise a child" may be sweet and fetching, but American villages are gone, and its communities are fast disappearing. In today's America, it takes a positive school and classroom to help raise our children and adolescents. Those places are that

village, that realistic community. They are places where strangers can still come together and do constructive things, bound by their mutual interest in young people and neighborhood. Particularly for those students whose home and neighborhood lives are filled with cynicism and violence, positive schools and classrooms can hold the necessary conditions—and perhaps even the sufficient conditions—to disrupt the cycle of violence to incarceration to recidivism. American schools can no longer carry on as quasi-police, judicial, or penal institutions. There is far too much other, pressing work to do.

II

Three Key Dimensions of Positive Classroom Management

3

Setting Up a Safe and Productive Learning Environment

The Physical Dimension

SCHOOLS and classrooms are artificial learning environments. Think about this: We seat a student for 6 hours in an overheated room bathed in fluorescent light, among 20 to 30 (or more) other eager, restless, or bored students, and insist that they all stay seated and/or keep quiet for long periods of time during that day!

Many teachers are working to overcome this dreary scenario through the use of, for example, more highly interactive cooperative learning approaches. Yet, too many students still face each day in what can only be described as an institutional warehouse, and in some worse cases, a prison, discouraging to the spirit and destructive of any curiosity and enthusiasm to learn.

Are these adequate situations for learning? Is learning even possible under such circumstances? The answers are obvious. There is hope. It starts with you, a teacher who wants to make school a hospitable place for learning. Perhaps you have seen a teacher who accomplishes this with little things in his or her classroom: the teacher who uses students' works—art, for example—to decorate a classroom, or the teacher who

makes her classroom a safe place even when streets outside are dangerous, or the teacher whose imaginative set-up of classroom furniture frees students from being anchored in a seat for hours at a time.

Teaching prosocial behavior does not occur in a vacuum. It takes place somewhere. That somewhere, that environment (typically, the classroom) is the physical dimension of positive classroom management. The physical dimension should receive your first and most basic consideration. Prior to instruction, and before you address managerial issues, think about and then act on the classroom's physical environment that you and the students will occupy. This is a preventive intervention, acting before the fact. Yes, there are limitations to what you can change: You cannot change the building, the size of the classroom, the number of students, or the social class and family income of the students you will have in that classroom. There is much you can (and must) influence, however, ranging from the first impression someone gets upon entering the room, to the comfort and safety experienced by the students. It takes a little thought and planning, but not much money or time.

Specifically, how can we set up the classroom to be a safe and productive learning environment? To begin, focus on these three areas: The "nuts 'n' bolts" (desks, tables, bookcases, and that stuff), the human factor (how people will use the stuff), and the ambience (feeling of the room). Perhaps as you read the following, have a pen and paper handy to make notes on your own physical environment.

First are the concrete, tangible, nuts 'n' bolts considerations. Each student must have a place to work and a place to store his or her things. Decide whether students will use desks or tables, and see if they are in good condition and appropriate for your students. The lighting should be strong enough to prevent eyestrain; heat should not put people to sleep, nor the lack of it allow icicles to grow on noses. How is the noise level? Is there a noisy or highly distracting condition emanating from within the school? Outside the school? There should also be no obvious safety problems, and this includes having adequate entrance and exit doorways.

Consider the human factor. How will you and the students "live together" in this rather tight (or gaping) space for most of a year? How can you set it up to maximize the educational benefit for your students?

Essentially, students need to be able to see and hear you, and vice versa. No matter what type of classroom you run, your lines of sight and sound to all areas of the classroom must be unobstructed. In fact, you need clear lines of sight from many different parts of the classroom: the door, the teacher's desk, the chalkboard. Your students' lines of sight and sound count, too. Put yourself in their places: Are chalkboards and bulletin boards placed at their sight level? Are desks and tables the right size and height for your students?

Also essential is the idea that human beings have to move about. Will there be space for this to occur comfortably? Will people crash into one another? Potential behavior problems can be eliminated if traffic lanes are uncluttered and are as wide as possible. There will be times when students stay put. At these times, you will want students to work in comfort, but beware of making things too comfortable lest they fall asleep! (I have seen downy sofas and plush-lined bathtubs in the classroom that can rapidly bring on slumber!)

Think about the intangible, the ambience. *Ambience* is the French word for environment or surroundings—that unnameable feeling you experience upon setting foot in a room. It comes from everything—odors, humidity, ventilation, chalk dust, heat, cold, noise, echo, and quiet. They all come together to give a room a unique ambience. Walk in as a stranger a few times when the room is still new to you. Use all your senses: What strikes you? What feels good? What needs to be changed?

Using less than $100 worth of materials, New York City fourth-grade teacher Mary Sullivan treated her classroom to a makeover, with the help of California teacher and designer Frank Garcia. The makeover included colorful new bulletin board designs, an inviting reading center and book display, and a novel art learning center. It even included a special lightweight stool so Mary no longer had to perch herself on the edge of a desk or crouch uncomfortably as she worked with her students (Murray, 1994).

Do not discount the importance of ambience. Each room has its own "feel," and that feel sends an immediate message to each person who visits for 6 minutes and to each captive who must occupy that room for 6 hours a day. Air fresheners are inexpensive and last 3 months. Sunlight freshens dark corners. Green foliage plants clean the air. (I have heard that spider plants remove carbon monoxide.) Teachers can invite the students to contribute to the ambience of the

classroom. Flowers from your students' gardens are free. (Yes, even dandelions count. They grow all over New York City, Chicago, Los Angeles, and in other cities and towns across the country!)

In addition to before-the-fact preventive interventions, teachers deal with the physical dimensions when they are in the classroom, actually teaching. These are supportive interventions, taking place during instruction. For example, by using flexible seating you can have students easily move into groups when your instruction plans call for cooperative group work.

All students, regardless of age, will need to feel "symbolic identification" with the classroom, that they have a degree of investment in, or ownership of the classroom. Teachers promote this identification by displaying student works within and near the classroom, by drawing attention to student works, and by encouraging students to share their works, papers, and projects with others in the room.

Speaking of this, I suggest you avoid using the color red in your grading and written work. I use only green for grading exams, writing notes, and other communication. Red always seemed to be such a hostile color, and when I learned that my Korean students feared seeing their names written in red (it signifies death in Korean culture), I bought a large supply of green pens.

Finally, you will need to consider corrective interventions: How will you use the physical classroom when you must react, after the fact? Examples of these interventions include the use of a time-out area, and using a quiet/privacy area inside or outside the classroom. It pays to remember, however, that although there are times every teacher must react with corrective interventions, preventive and supportive interventions are always preferable, for both the student and the teacher.

4

Teaching So Students Stay Focused and Learn

The Instructional Dimension

THE instructional dimension describes how to teach so that students can stay focused and learn. It is the not-so-obvious area of classroom management. People forget that the way a teacher teaches—what he or she says and does—is an integral part of classroom management. You cannot ignore the instructional area, although that is precisely what teachers do when they buy ready-made discipline packages. These do not work because they are unrealistic; they ignore the fact that the manner of teaching influences student behavior. Successful teachers know that their preventive, supportive, and corrective interventions are more fundamental to students' learning prosocial behavior than any discipline kit, program, plan, or package.

Which teacher interventions result in prosocial student behavior? There are many. I have settled on four supportive interventions that stand out, from my personal experience as a teacher and principal, and from my reading of the professional education literature. These instructional interventions allow students to learn, and they foster prosocial student behavior.

First, the teacher clearly communicates instructional expectations for students. California high school teacher Jaime Escalante, portrayed in the film *Stand and Deliver,* was horrified at the low expectations his colleagues held for their students. Escalante's high (but not unrealistic) expectations for success dramatically raised student achievement, so that a majority of his inner-city high school students were accepted into advanced-placement college-level courses. It is no surprise that student behavior in his classroom also improved in response to those high academic expectations.

Second, a teacher conveys enthusiasm for the subject and for teaching that subject to students. Indeed, enthusiasm has been identified in many studies to be the most significant characteristic of an effective teacher. Teacher enthusiasm not only positively affects student behavior, it improves student achievement as well. Enthusiasm is shown in many ways: a let's-find-out attitude, use of voice, moving around the classroom, and perhaps most of all, sharing and articulating interest in the subject. Mr. Escalante was not afraid to show students he was interested in math—he shared his enthusiasm by coming up with novel and interesting approaches to common math problems. It is also important to note that he made the classroom safe for students to express their enthusiasm, too.

Third, a teacher holds students accountable for their work. Once due dates and requirements are clearly established, the teacher then proceeds to hold students to those dates and requirements. Students should not be let off the hook because when students are held accountable for their work, the quality and quantity of their work rises. Classroom misbehavior is minimal when students are productively occupied and held accountable for their work.

To achieve this, a teacher must be aware of what is happening in the classroom. My dear Aunt Flora, who began teaching before the Great Depression, used to say that "A good teacher has eyes in the back of her head." Teachers must develop a sense of classroom movement based on that awareness. At times, this means *dovetailing*—doing two things at once. I saw my aunt as a principal years later, speaking to a class of sixth-graders in her New York City elementary school. As she discussed an issue with the class, I saw her approach John, who was noisily spinning a pencil on his desk. What would she do? Without pausing at all, or breaking eye contact with the class,

Aunt Flora quietly solved the problem by simply touching John's desk. John immediately stopped playing with the pencil as she continued to speak to the class. I was amazed by the smooth and economical way she handled the situation!

Fourth, one teaches for student success. This fourth element has an enormous impact on producing prosocial behavior. Student success is a sum of the three teacher behaviors, because teachers who convey enthusiasm, communicate expectations, and keep students accountable are ensuring student success. Student success—doing well in school—is connected to everything we hold dear as educators: the chance for students to get a good job, to have high self-esteem, and to be a contributing member of society.

Three Axioms for Student Success and Positive Classroom Management

Our job as teachers is to do more than hold up hoops for students to jump through, judge who passes and who fails, or merely hope our students succeed. Our job is to ensure that students succeed. But what has student success to do with classroom management?

Students who feel successful are seldom behavior problems.

All but the most hardened of teachers want their students to feel successful. Ever since the very first student flunked the very first exam, teachers have been concerned with how to help students do better in school. Some teachers try to achieve this by making school more user friendly. They seek to be more permissive and/or cordial. Others respond by being stricter or by demanding students follow a rigid structure. Both responses miss the mark. Permissiveness and authoritarianism are extremes, and although they may help the teacher feel more agreeable or in control, they do not work toward greater

success for students. What, then, really works? How can our students feel successful?

To feel successful, students must actually be successful.

Acceptance, praise, and rewards from the teacher may temporarily make a student feel good, but they do not directly translate into student success. Even getting high grades (the traditional indicator of school success) does not necessarily boost a student's sense of success. On the other hand, when a student actually experiences success, that experience creates an effect that is far more powerful than any teacher's words, grades, or rewards. But in order to experience success, the student must do something.

To actually be successful, a student must first do something of value.

Feelings of success come when a student actually does something of value—participating, performing, creating, practicing, designing, producing, carrying out an experiment, finishing an assignment, or any of hundreds of other activities. In the final analysis, what the student does will have a greater impact on how successful the student is (and feels he or she is) than what the teacher knows, says, or believes.

These three axioms are relevant to elementary and middle school teaching because these are the years when children are absorbed by activity and by wanting to do something well. Anyone who has taught second-graders has seen them waving their papers, seeking the teacher's attention and approval: "Is this right?" they ask. "Is this

good?" they wonder. Middle school teachers see how sixth- and seventh-graders bristle at the meaninglessness of busywork.

Doing well in school really does matter to children, even those who pretend otherwise. Sadly, children quickly learn to label success and failure in the classroom: A kindergarten child will readily name the good (well-behaved) kids and the bad kids. At any elementary or middle school grade, students can promptly identify the winners (successful kids) and the losers (the rest).

High school students need success, too. They are forming their adult identities, and personal success leads to feelings of competency, which leads to a sense of self-confidence. Success in high school shapes students' futures as well: what their post–high school plans are, what careers they will pursue as adults, with whom they will associate, and how the real world will come to value who they are.

What can you do to address this challenge? More important, what can you do that will help, without adding yet another layer of things to an already busy day? The answer is simple. By doing a few things you now do slightly differently, you can dramatically raise the level and frequency of student success in your classroom.

I have put together a list of 12 practical instructional strategies you can implement immediately in your classroom to ensure student success. They are appropriate for any grade level, kindergarten through high school. As you read them, keep the three axioms in mind.

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1. **Students who feel successful are seldom behavior problems.**
2. **To feel successful, students must actually be successful.**
3. **To actually be successful, a student must first do something of value.**

For each week from mid-September through December (12 weeks), or for any 12-week period in the school year, pick one of the following strategies per week. Work at it for the week. Monitor yourself each day as to how well you carried out that strategy.

Twelve Instructional Strategies

What follows are 12 practical instructional strategies teachers can use to promote student achievement and prosocial behavior:

1. **First (and this is basic to all quality classroom teaching), gear your instruction to the correct level of difficulty.** Especially with new teachers, too much teaching time is spent in instruction that either is too simplistic or is beyond students' ability. Try to aim your classroom instruction at the point of just manageable difficulty—a point just slightly beyond your students' current achievement level. Start by getting a sense of where they are. For example, this evening, before you put away that stack of checked/graded student work, hold the pile of papers in your hand and skim them; try to get a sense of the overall difficulty level. Was the work too easy? Too hard? Make adjustments accordingly. Yet, be patient: Even the most experienced of teachers continue to be challenged in locating that point of just-manageable difficulty!

2. **Second, you make success definite when you make failure impossible.** This sounds too good to be true, but it is not really that difficult. Break instruction into smaller learnings. For example, teaching students to use a computer requires they first learn how to use a mouse and/or keyboard. Be sure to teach basic keyboard orientation before tackling the Internet. If you equip students with prerequisite tools, mastering the task and attaining success becomes doable.

3. **Build patterning and association into each lesson.** At one time, we can store only about four or five bits of new information in our minds. Let's say there are 20 new vocabulary words—in science, math, or social studies. Teach students to pattern them; divide them into four or five subgroups. They could be grouped by initial letter (hemlock, hickory, hawthorne, holly, hornbeam), by mnemonics (Argentina, Brazil, Chile), or by other patterns. Challenge high school students to come up with their own patterns.

Association means connecting new concepts/learnings to what students already know. Have students build on what they already know by comparing, contrasting, or making analogies with new material. For instance, when introducing the concept of multiplication,

help elementary students discover that multiplication (unfamiliar, new concept) is really the same as old, familiar addition. The strange new multiplication algorithm 3×5 is nothing more than adding $5 + 5 + 5$. A high school science teacher can use association by connecting Bernoulli's Principle to the lift of an airplane wing or to the curve of a pitched baseball.

4. **Fourth, monitor student work.** Like a ship passing through locks along a canal, monitor student work as it proceeds. Establish checkpoints, especially for involved or lengthy assignments (papers, experiments, projects, presentations). At each daily or weekly checkpoint, give students evaluative comments along the way. Do not wait until the project is done. Or try this: Instead of doing all monitoring yourself, have classroom partners check each other's work-in-progress. Provide blank checklists for students to use in evaluating their own and/or their partners' evolving projects. This is particularly useful with high school students.

5. **You ensure success when you give students the most precious commodity we have: time.** Avoid sound bite fragmentation! Provide adequate time for students to process—to do something with—what they have learned. Research shows us that when students process what they have learned, they not only stay focused for a longer period of time, they also retain more.

How can you avoid fragmentation? When asking questions, use *wait time:* Simply wait 3 to 5 seconds after asking a question. (Many teachers wait less than 1 second after asking a question!) Wait time increases student involvement, allows richer student responses, and brings slower students into classroom instruction. Whole-block scheduling (longer periods of instruction) is used in some middle and high schools to allow students more time to process what they are learning.

Speaking of time, you can ensure success by eliminating hang-loose time. A strategy I used with success was do-now work. As soon as students entered the classroom, I had a do-now assignment written on the chalkboard. This eliminated instances of dawdling and getting into mischief. With do-now work, they wasted no time getting started. (Nonnegotiable!) Some teachers have students work on journals as soon as they enter. Others have students work in groups checking their work, or working at an activity center. Either way,

do-now work helps students become focused and self-sufficient, and it also allows the teacher time to address administrative tasks and put out fires that some students bring to school within themselves.

How else can you have students process what they have learned? Have them teach! If children and teens are asked to teach someone else something they know, that is an incredibly powerful way for students to process what they have learned. Rotate assignments to make sure each student gets an opportunity to teach.

6. **Make *successful* mean fruitful and productive, not victorious.** In hockey or football, when one team wins, the other must lose, but classrooms are no place for that I-win-so-you-lose rule. Assign as many A's as you honestly can when student work has met the criteria. The criteria should not depend on the number of others who also did well.

Robert Slavin of Johns Hopkins University has written extensively and persuasively about the value of cooperative learning, where students work together in heterogeneous (mixed ability) teams to master material presented by the teacher. Moreover, cooperative learning directly contributes to positive classroom management. Slavin acknowledges that "most cooperative learning classrooms are well behaved, because students are motivated to learn and are actively engaged in learning activities" (Slavin, 1990, p. 115).

Evaluate more but judge less. Avoid making unnecessary good-bad, pass-fail achievement distinctions. For example, such distinctions are especially inappropriate for introductory lessons, cooperative writing projects, poetry reading, science exhibits, constructing a computer database, community action projects, political polling, sculpting, and hundreds of other endeavors. Sometimes we teachers spend more time judging than teaching. French essayist Joseph Joubert (1928) warned that "children need models rather than critics."

7. **You can ensure success when you get to know your students' other strengths.** It will open up new areas for them to demonstrate successful learning. Start with getting to know their likes and dislikes. What are they good at? Have older students complete an interest inventory. Ask young students to list things they do well outside of school.

Consider using Howard Gardner's (1993) theory of multiple intelligences as a guide to teaching to a wider variety of student abilities. Gardner highlights ability areas or "intelligences," including

linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist intelligences. Schools have traditionally emphasized the first two (linguistic and logical-mathematical) intelligences. Recognizing and teaching to the other intelligences opens new areas for student success: drawing, organizing, synthesizing, building, rebuilding, designing, predicting, and hundreds of others. (For excellent applications of Gardner's theory, see Thomas Armstrong's [1996] *Multiple Intelligences in the Classroom.*) One of my fifth-grade students struggled for years with reading. In a previous school, Mary had been—in her mother's words—"remediated to death." By talking with Mom, we learned that Mary had a talent for photography. She had a shoe box of stunning close-up color photographs she had taken of flowers. What an exhibit Mary presented at that year's PTA carnival!

8. **Perhaps most important of all, teach students to take responsibility for their learning.** Nothing will certify you as an excellent teacher more than your teaching students to be in charge of their own work. Most teachers make students too dependent on the teacher. As a result, many students define success in school simply as an ability to follow directions and repeat back to the teacher what the student thinks the teacher values. Although following directions is a skill in convergent tasks (some types of problem solving), too much of it can stand in the way of a student's taking responsibility for his or her learning.

Teachers can also empower students by involving them more fully in what they are learning. When I taught music in a Brooklyn elementary school, I made up a simple songsheet for my fourth-grade song-flute students. I handed it to the office for duplication, but it came back in my mailbox with a "see me" note from the principal. "What was wrong with my songsheet?" I asked. He told me, "You're doing too much for your students! Do your students know how to write a G-clef?" he asked. "No," I admitted. "Do they know how to write music notes yet?" "No, not yet." "Then give them blank staff paper and have them write the notes and musical symbols! Teach them!" he urged.

He was right on target. Years later, as a principal myself, I repeated that same message to my teachers: "If you do too much for students, you rob students of the chance to do for themselves." In its

extreme, it can turn children into educational invalids. Helplessness is a vicious circle; children who see themselves as victims will act accordingly.

Involve the students in decisions that affect their school day. As you teach, try to get comfortable talking to your students as a group, and talk in a way that involves them in planning their day. For example, once morning got started, I would give my students an overview of the day ahead. Some activities were not negotiable (opening exercises, testing, lunch, etc.), but others were flexible: "I'm thinking of spending more time on math this morning to give you more time to work on those fraction problems we began yesterday. That means our (puppet show) will come after lunch. Does that sound good?" I would ask the students, and I would be prepared to go with their thoughts if sound reasons were provided.

Contracting is another useful technique to help older elementary, middle, and high school students take responsibility for their learning. The student and/or teacher draw up a contract, which spells out requirements and time for completion, and the contract is signed by student and teacher.

9. **Students will be more successful when they are interested.** Perhaps no strategy is more obvious—yet is as frequently ignored—than this one. All of us will do something more readily if we are interested in what we are doing. Educators have known for years that students who are interested in what they are doing will not only enjoy doing it, but will do the activity for a longer period of time. They will learn more from the activity. Our job is to increase student interest.

What can you as a teacher do to increase student interest? Two things. First, vary your instructional methods. Instead of relying on one style of teaching (chalk-and-talk lecture, for example), involve students in a task where they can go hands-on: Demonstrate something, use simulation games, or hold a guided class discussion. Students who are not adept at speaking in class are usually first to join in when an interesting class discussion begins. Similarly, students who are reticent about writing may be transformed when allowed to write, for instance, using a computer.

Another way to increase student interest is to teach in multiple modalities. Between 70% and 90% of classroom time is devoted to verbal activities: lecturing, reading from a text, writing, and so forth.

Yet, because words and numerals are highly abstract, they are harder to assimilate, especially for young children and slower learners. An activity that is solely or largely verbal leads quickly to boredom. Instead of a blizzard of words, provide demonstrations, pictures, visual-spatial, and multisensory activities that use concrete and pictorial modalities. These latter two modalities are best for learners—even adult learners—who have little prior knowledge of the idea or topic. Using pictures is better than using words, but the concrete—the real thing—is best of all. The pictorial mode works when concrete is not possible or practicable. The use of abstractions (words and numerals) is more suitable when learners already have some prior understanding. Abstractions—no matter how colorful the words—cannot promote student understanding the way concrete objects can.

Along the same lines, novelty and variety in classroom instruction can renew interest, but beware: Too much novelty or variety in a short period of time makes students passive observers. (Television produces passivity precisely because it consists of novel, rapidly changing images where the viewer remains a viewer and never a doer.) In the classroom, too much novelty becomes entertainment, and it moves the focus from the learner to the performer (teacher). Similarly, providing students with too many choices can be counterproductive, setting up unrealistic expectations about the nature and reality of the world of work and adult social interaction. Providing too many choices causes students to lose focus and, ultimately, to lose interest.

10. **Provide evaluation that is realistic and feedback that is immediate and detailed.** Realistic evaluation helps students connect what they have learned with the real world. For example, a multiple-choice test on the solar system is not as realistic or helpful to students as having them build a small model of the solar system. That model would be a more authentic test than a multiple-choice test because the model is more closely related to the real thing.

Feedback from the teacher is an important type of evaluation. To be effective, feedback must be immediate (right away) and detailed (explicit). *Immediate* means grading and returning students' exams or papers as soon as possible. *Detailed* means making your evaluation remarks more than a number or letter grade, describing what was done well and what did not meet the requirements. Saying "Super!" or "Good work" is not as helpful to a learner as "I'm glad you

remembered to include your critique of Hamlet's soliloquy!" or "See how much more legible your handwriting is today compared to this paper you did in September!"

Keep in mind that praise is a type of feedback that can work wonders. To work best, praise should be authentic and specific, and never given out of pity or used excessively.

11. **Learn to ask—and practice asking—good questions.** Benjamin Bloom (1980) called questioning an "alterable variable," meaning that it is a skill that teachers can learn and can improve on.

There are questions that go nowhere: "What is the capital of Oklahoma?" Then there are questions that produce thinking: "Can you say that differently?" "Predict what the vacuum cleaner dust will look like under the microscope." "In what ways are deserts alike?"

When questioning the entire class, ask broad, open-ended questions instead of yes/no, one-right-answer questions. Probe for meaning and encourage other students to build on initial student responses. A good technique to use is *alerting*, where you first pose a question to the entire group, then select one student to respond. Teachers violate this by saying "Tom, what is the largest country in Asia?" As a result only Tom will attend. Instead, announce: "I'm going to call on someone at the end of this question, so be ready!"

What is the best way for teachers to answer or respond to students' questions? Psychologist David Elkind (1987, pp. 119-124) advises parents and teachers to respond at the child's "level of purpose." For instance, if a 4-year-old asks why the sun shines, would it be appropriate to describe the sun's shining as "a result of an incandescent ball of gases undergoing rapid thermonuclear fusion?" Instead, the child's level of purpose is himself, and he sees the sun shining in that context: "The sun shines so I can play outside." When you respond to students' questions, do not overfill the cup of curiosity. Especially if you are a high school teacher in a content area, do not feel you must know every answer. Leaving a student with questions is more valuable than your providing the answers. Besides, the best questions are those that you cannot readily answer, and the same is true for your students.

What is your body language as you respond to questions? Do you appear interested in students' responses? Bored? Impatient? Try setting up a mirror on the back wall of the classroom opposite from

where you usually stand in addressing the class. Glance at your reflection as you ask questions. Or arrange for someone to videotape you while teaching. When I forced myself to see myself as the students saw me, I was at first very uncomfortable and self-conscious, but that mirror ultimately helped me to adjust my pace in asking questions, and it also confirmed for me what I was doing well.

12. **Work toward smooth flow and lively pacing.** Strive for smoothness, and avoid breaking the flow of instruction. Sometimes teachers make mountains out of molehills by pointing to a paper on the floor and announcing: "THIS ROOM IS A MESS! I AM TIRED OF SEEING PAPER ON THE FLOOR!" This just disturbs the class and distracts them from their work. In the extreme, it makes you an entertainer who is not very entertaining. Interruptions from bells, from the office, and from student misbehavior all destroy flow. You cannot do much about the bells, but students are another matter: Do not reprimand or even look at a student who is seeking to interrupt as you are teaching: Hold out your hand ("stop") or an index finger ("one minute") to the interrupter, without taking your attention from the student who is talking to you. Try to follow through on your sentences, and when you are giving instructions, have students wait until you are finished before you field their questions.

New teachers tend to have a problem with pacing, either dragging or going too fast. Both extremes cause problems: Too fast = confusing, confusion = boredom, and boredom = misbehavior. Too slow is just as bad: dragging = boredom, and boredom = misbehavior.

Appropriate pacing is achieved by being sensitive to the pulse of the class, then moving at a pace ever so slightly faster than that pulse (like a surfer, perhaps, riding the crest of a wave). Probably the best technique to help you travel at the right pace in instruction is to ask questions as you teach. Student responses to your questions will give you an accurate pulse count of the group. Questions also allow a time out as you teach: Look around and sense if you are losing some of the class to boredom and should be moving on.

In addition, questions not only give you feedback, they also cause students to do something. "How are plants and molds alike?" can cause students to think, but "Brainstorm and write down five ways that plants and molds are alike" will cause them to think *and* to do something productive, and will keep the pace lively. By asking

them to do something, you have instantly involved the student in learning and banished boredom.

Tip: In most activities like this brainstorm, do not wait for all or even most of your students to be finished before you move on. By the time that happens, the ones who were finished first are bored, and perhaps acting out. Move your eyes over the class, and when about half the class (and no more!) has finished, tell the entire group to finish up what they are working on. Then move on without waiting. Have them then share their brainstorm results with a partner (this will allow those who were not done to catch up without having the whole group wait). Again, keep things moving. Even set a time limit for sharing: "I'm going to give you 3 minutes to share brainstorms. Ready? Start!"

Keep to your word—you do not necessarily have to call time at exactly 3 minutes to the nanosecond, but when you do call time, mean it. Do not give in to "I'm not done!" protests. Provide those students with the chance to find time later on to finish.

As you have students report on their brainstorms and sharing, start one group reporting to the class. You do not need to formally say, "Okay. Everyone quiet. John's group is about to . . . Shirley, I'm waiting!" and so forth. No, you do not need to demand perfect silence before proceeding: Once they hear a group reporting they will quiet down. This means you do not have to make your words the only focal point at every classroom transition!

Look back over the list of 12 strategies.

Pick one strategy and work at it for one week.

If you have a mentor, a buddy teacher, or another trusted colleague, ask him or her to observe your teaching and help monitor your progress toward mastery of those strategies that you need to address.

5

Managing a Smooth-Running Classroom

The Managerial Dimension

FOR many teachers, the managerial dimension is synonymous with classroom management itself. Indeed, it does consist of planning for all the noninstructional routines that are so important to a smooth-running classroom. In addition, the term *managerial* describes another significant area: what to do about student behavior. This includes questions such as: How will the teacher plan—lay the groundwork—for prosocial student behavior? How will the teacher support prosocial behavior? And the ultimate question: What should the teacher do in response to misbehavior? How can teachers correct antisocial student behavior?

In response, teachers approach this managerial dimension by making preventive, supportive, and corrective interventions. The three types of intervention include preventing, what to do before the fact of misbehavior; supporting, the modeling and maintaining of prosocial student behavior; and (in answer to the ultimate question), correcting, what to do after the fact, once misbehavior has occurred. Although teachers historically have been most concerned with ways to correct student behavior, preventive and supportive interventions are far more effective classroom tools.

Read through the following section to gain an understanding of each managerial intervention. To guide you further once you have read each section, I have provided step-by-step checklists for you to use in each area.

Preventive Intervention: Before the Fact

From a preventive viewpoint, the teacher must first get on top of the situation. Early on, she or he should start thinking about basic school procedures, for instance, the school's policies. What are they? What do they hold you to do? In today's world of concern over drug abuse, child abuse, and AIDS, school districts have specific policies related to each of these (and many more) issues. You should be familiar with your school's policies. This includes policies about school trips, emergencies, fire drills, and arrival and dismissal.

A majority of schools today have some form of violence prevention program in place. These programs typically include prevention curricula, direct instruction, or training for students that includes "therapeutic activity" involving counselors, social workers, or psychologists. Typically, violence prevention also involves a "review, revision, or monitoring" of schoolwide discipline practices and procedures (United States Department of Education, 1998, p. 24). In any event, the teacher is still the key link in a school's violence prevention chain.

At the classroom level, prevention means laying the groundwork. Even before you meet them, get to know who your students are. Read over the permanent records of your students. There should be a folder for each student. Skim the records and look for special needs students. Learn what accommodations will be needed for them. Find out about custody arrangements. Get information on any behavior problems and antisocial behavior students have shown in the past. Look at the positive, too: Which students will be helpful peer models of prosocial behavior for other students? Think about some of the classroom procedures you want to institute. What will your students do each day (aside from their learning activities)? What will you do to help your students feel safe in your room? How about psychologi-

cal safety? What can you do to set groundwork to support prosocial behavior by students? Are you prepared to face students who may openly mock or challenge prosocial behavior?

Generally, *preventing* means making decisions *ahead of time* on the nitty-gritty issues like school movement: whole classroom (lunch, recess, special periods), within the classroom (by groups and by individuals), and to and from the classroom (rest room, office, etc.). There are many factors to consider in the preventive side of classroom management. The checklists in Part III provide comprehensive lists of specific preventive actions teachers can take.

Supportive Intervention: During the Fact

In addition to laying the groundwork, the teacher needs to support good behavior. Earlier, we discussed how teachers provide support for instruction by monitoring student work as it progresses. In the managerial dimension, that support is similar: Teachers work with students to carry through on the basic understandings (limits and courtesies). *Supportive* means having students practice prosocial behavior and includes the teacher modeling and actively lending assistance to help the students achieve those valuable prosocial behaviors.

Elementary, middle school, and high school students need more than simply to be told what to do—they need ongoing help in achieving success. Teachers can do this by the simple act of moving around the classroom, making eye contact, walking near students, and making supportive gestures such as nodding. Or take the idea of reminding students. Teachers do a disservice when they tell students "I want to treat you like adults, so I'm not going to remind you" about a deadline pertaining to an assignment. Students are not adults, but they are—as we are—human, and we all do need to be reminded on occasion. (Would you remember to renew your driver's license without a reminder from the state motor vehicles department?) We teachers cannot assume that because we said something once, it has become ingrained. Reminding students does not mean we take on their obligation to hand in their assignment, but it does mean that we

face up to our responsibility to support their desire to be successful—actually be successful—in school (DiGiulio, 1978).

Corrective Intervention: After the Fact

No matter how supportive you are, and no matter how well you have taken preventive steps beforehand, there will be times students will need corrective action—response by the teacher after misbehavior has occurred. Even the best of teachers have students who at times act in antisocial ways; that is, they misbehave. When that happens, what will you do in response to that misbehavior? What do experienced teachers do?

What I would like to do first is describe a broad approach to reacting to student misbehavior; then I will move to specific strategies teachers can use. Teachers who are positive classroom managers share the following three beliefs that guide their responses to misconduct—what they do when faced with student misbehavior:

Continuity. They keep the teaching-learning process going. They do not involve other students, do not draw things to a halt, and do not distract uninvolved students from their tasks.

Efficiency. They identify and deal with misbehavior easily. This means they do not spend time locating culprits, seeking witnesses, or making mountains out of molehills.

Dignity. They maintain dignity—theirs and the students'. They never compromise a student's dignity, even if openly insulted or challenged. They know that teacher sarcasm always makes matters worse. They avoid making an example of someone or some misbehavior. They safeguard their own dignity by not providing free entertainment for the class.

Taken together, these principles tell us that when a response to misbehavior is called for, skilled teachers use a stepladder of least response. Think of the ladder as representing a scale of teacher intensity in responding to misbehavior, with the lowest rungs the milder responses and the highest rungs the stronger responses. Just as you

always begin to climb a stepladder at the lowest rung, respond to student misbehavior at the lowest possible level of intensity. Doctors do not perform surgery or prescribe drugs if bed rest is all that is needed to restore health. Similarly, if just a glance can settle a student's minor misbehavior, it is excessive (and damaging and exhausting) to publicly yell out the student's name or otherwise punish him or her.

However, not every student misbehavior merits a teacher's response. Of all responses, the lowest level is nonresponse—ignoring misbehavior. Nonresponse—doing nothing in response to student (mis)behavior—is a valuable strategy for a teacher to use at appropriate times. For example, misbehaviors that do not involve safety or distract other students (such as tapping a pencil on the desk or staring into space for a few moments) are likely best ignored. However, never ignore student misbehavior simply because you do not know what to do about it!

My stepladder of teacher responses includes nonverbal, humor, verbal, and physical responses.

Nonverbal Responses

The first (lowest) rung of the ladder is the tacit response of simple eye contact. At the next rung—signal responses—the teacher makes eye contact with the student, and having secured the student's attention uses a gesture such as pointing, shaking his or her head, or frowning. My favorite is holding my index finger vertically and waving it back and forth ("No!") or pointing down ("Get to work!"). Be sure it is private (between yourself and student) and not public (for the entire class to see).

Closeness responses are a step higher than eye contact and gestures. Move near the misbehaving student without drawing attention from other students. This is an especially helpful strategy when you cannot get the student's attention, such as when you are waiting for eye contact that does not come.

Signal and closeness responses are best. They are best because they are private, seen only by the one or two students for whom intended. Furthermore, they are not disruptive to the class, they are efficient, they preserve student dignity, they enhance your dignity,

and they are economical, accomplishing much with little teacher exertion. Aim for these and you will not go home exhausted each night!

Humor Responses

Stuck somewhere between nonverbal and verbal responses are what I call "humor responses." These are a special type of teacher response. Humor responses must be used with care, yet they can be very helpful. A simple smile or humorous comment can defuse a potential trouble situation as well as help you lay groundwork for defusing future problems. "Tony" was reported to be a "behavior problem" in another class and was transferred to mine. I placed his desk next to my desk. ("Therapeutic relocation," I called it.) He bonded to me and scrutinized my every move. For instance, he would notice whenever the principal came by to give me my paycheck. With a twinkle in his eye, Tony asked me, "Payday, Mr. D?" I smiled and put it away. Later, when Tony was off-task, trying to bother another student across the classroom, I walked by his desk, pointed to his seatwork paper, and whispered, "Someday it's gonna be your payday!" I added, "And remember, Mr. D gets half, right?" This light humor helped Tony go back to his work without my having to reprimand him. "Payday" became our code word for "Get back to work, Tony!"

Public humor helps, too, with the entire class, especially when it can open up discussion. Some students in my class had witnessed the tail end of a fistfight at the other end of the school yard. After the bloodied boys passed my open classroom door on their way to being escorted to the principal's office, I shook my head and said to my students, "If you're going to box, at least get paid for it!" Julio added, "Yeah, and make sure you got Blue Cross, man!" The students and I laughed, and it served as a springboard for a class discussion. Instead of moralizing about the evils of fighting, and instead of condoning fighting as a way of resolving differences, I made my point using irony, which resulted in discussion and a teachable moment for my class.

As I recall the rest of the dialogue:

"The real problem, Mr. D, is the other kids. They egg you on."
"Yeah. I got into a fight last week with Hector, and I didn't want to fight him, but everybody was making me."

" 'Making you'? Can somebody 'make you' fight?"
"Easy. They make you feel small if you don't. They call you 'chicken.' "
"What can you do if you don't want to fight? Jenny?"
"You can stay away from bad kids . . . "
"You can stay away from Hector!"
"Mr. D, do you know what else you can do? Don't let other kids fight!"
"What do you mean by that, David?"
"You know, when you're in the circle around the kids who want to fight, don't let them make the kids fight who are going to fight."
"Isn't that hard to do?"
"Yes. No. You just tell them to back off. And if that doesn't work you move between the two kids. Kids really don't want to fight. But they just don't want to look cheap by backing off. If you help them, there won't be a fight."
"That sounds good to me. What else can you do? Marc?"

Sarcasm and ridicule have no place in the classroom, and they should not be confused with genuine humor. Another caution: Humor responses must not be used in dangerous situations nor in ones that threaten to get out of hand. In such situations, humor can send the wrong message to a student. At the right moment and time, however, humor responses can be an extremely valuable positive classroom management tool by getting a message across while preserving human dignity.

Verbal Responses

Verbal responses are stronger responses than private, nonverbal responses. They are typically used for students who do not respond to nonverbal responses and are also used when you must intervene more quickly and/or forcefully, such as when misbehavior is disruptive to other students. Do not use humor in these situations. To be effective, verbal interventions must be as unambiguous as possible.

At the lowest level of verbal response, the teacher speaks privately, directly to the student but out of earshot of anyone else. It can

be a whisper ("John, this needs to be completed!") combined with a gesture. It can be a private conference at the student's or teacher's desk. Speak softly—so it does not involve others—but firmly. Be sure the student is listening, even if he or she is looking down. Do not speak if the student is fooling with another or is attending to a toy or other distraction. Unless large numbers of other students are involved, be patient. Say privately but clearly, "I'll wait for you to put down the toy so you can hear what I'm saying." Then remind the student of the standard expected in the classroom.

The next higher level of verbal response is public and directed at an individual. It is spoken loud enough for most or all others to hear. Many teachers erroneously start off at this level, even for misbehavior that would be best handled at a lower level. "RACHEL—IT IS ALWAYS SUCH A MESS BY YOUR DESK. PICK UP THOSE PAPERS NOW!" What the teacher has done is waste his energy and attack Rachel's dignity, even if she gamely smiles at those around her. Worst of all, the teacher has too quickly upped the ante. By going public, the teacher now has little maneuvering room for more serious misbehaviors. Instead, had he simply gotten Rachel's attention while the class did their work, he could have simply pointed at the paper on the floor, and silently mouthed the word "Please" or "pa-per." I have used this with the most challenging students. It works. If you must make public verbal responses, make them as clear and as businesslike as possible.

Verbal responses that are public and directed to the entire class consist of a teacher addressing the entire class. Because this is what a teacher normally does in the act of teaching, great care must be taken as to the voice used. Screaming is never effective. Addressing the entire class in a serious, calm voice can help convey your dissatisfaction, for example, with a high classroom noise level. It is in these very cases that preventing works better than reacting: Doing something before the fact of group misbehavior is far more effective than trying to fix things after the fact. In the case of a high noise level, the teacher's response is best expressed as preventive. In a calm, serious voice (and with all eyes on her), the teacher says, "The noise level is high. Remember our discussion about how a lot of noise makes it hard to think? Let's give it another try."

Save your public voice for teaching, and use it more for preventing than for reacting.

Physical Responses

Never touch a student. Well, almost never. Tapping a student on the shoulder or shaking a student's hand or holding a young child's hand may be acceptable. Avoid any greater physical contact (hugging, picking up kids, horsey rides, etc.). This is true for all teachers, especially for male teachers. (Generally, the public is more uneasy about expressions of physical affection by male teachers than female teachers.) Teachers are at risk of being accused of child abuse if an innocent hug is misconstrued. Noncontact is a good rule of thumb for all teachers. Elementary students are young and incapable of knowing what they are getting into when receiving affectionate physical contact from an unrelated adult. In general, it is safest for all teachers—male or female—to avoid all but the most superficial of physical contacts with students, even those in high school.

Teachers must also avoid nonaffectionate physical contact. Corporal punishment serves no constructive purpose. It only makes matters worse. It teaches the wrong thing. It teaches that aggression should be met with aggression. Plus, once you resort to corporal punishment, you would have to keep using it over the course of the school year to achieve compliance. Most states have laws prohibiting corporal punishment. Regardless of the existence or nonexistence of laws, never strike a student, no matter how horrid his or her behavior. After 30 years as an educator and 25 years as a parent, I have never seen or heard of one beneficial outcome resulting from a teacher or parent hitting a child, even when "it's for the child's good." It never is.

Crisis Time: Reacting to More Serious Problem Behaviors

As with anything else in teaching, it pays to plan ahead to when you may be faced with serious student misbehavior. Talk with teachers

from past years. Ask them what worked with Sara, what did not work with Jason. Ahead of time, plan how you will react to misbehavior. What action will you take? What consequences will be carried out?

Here are several useful prosocial response strategies I have collected from experienced teachers who have been faced with relatively serious student misbehavior. I have used many of these strategies myself with good results. Unless otherwise qualified, they are useful at all levels: elementary, middle school, or high school.

- ✓ Talking to the student: Use "I-messages." "I am disappointed by (specify student's misbehavior). I cannot allow it to continue." This is the "next step" when a student's misbehavior has not responded to supportive strategies (see above). Also, these are useful when the student can—will be allowed to and be able to—return to his work.
- ✗ DO NOT USE: When the student is enraged or seems likely to openly shrug off or otherwise reject your verbal disapproval.

- ✓ Losing classroom privileges (special events, free time or recess time, desirable tasks). This is useful when the student already knows (through class discussion) the limits and what the result or consequence of disregarding that limit will be. Limits are boundaries, and they must be clear, concise, and concrete. As discussed earlier, we teach limits best by discussion, by talking to and with our students. When the limit is disregarded and the student has gotten a supportive reminder that has not worked, the result of that violation—the consequence—means loss of a classroom privilege.
- ✗ DO NOT USE: If the consequence of limit violation has not been discussed by and made clear to the entire class. Do not use it as a punishment or weapon. If you do, you are likely to incur a hostile response: "I didn't want to go to recess anyway!"

- ✓ Exclusion from class is another consequence. It is a powerful consequence, especially in a prosocial classroom. Used sparingly, it can be very effective. However, exclusion can cause resentment, and excluding a student removes an opportunity he or she may have had to learn suitable classroom be-

havior. As with all consequences, students must know (through prior class discussion on basic understandings and limits) the limit that was disregarded, the amount of time to be spent in exclusion, and what they are expected to do during that time.

✘ DO NOT USE: As above, if the student has not had a chance to be part of the class discussion or sees exclusion as a reward, or if there is not a safe, secure, and supervised place for the student to spend his or her exile. Also, be aware that this consequence is often used in many high schools; sometimes it is overused to the point that students may not even regard it as a corrective.

✓ Reflective activities. For example, having the student write about his or her misbehavior. Reflective writing is useful for students who are in older elementary grades, middle school, and high school. These enhance self-monitoring and are among the best noncoercive tools a teacher can use to promote self-discipline.

✘ DO NOT USE: With young children.

✓ Prosocial detention. Detention (staying after school) can be a really positive learning experience if it gives a student one-to-one time with the teacher. During this time, students can open up and let go of the defensiveness (and cheekiness) that they display in front of an audience. Lunchtime is another possible time for this. A detention in which a student is isolated and sits out an hour or two is not productive; it is a waste of time and sows deep seeds of resentment.

✘ DO NOT USE: Without prior discussion of basic understandings and limits. Do not use without clear communication with the student's parent beforehand. Be clear on how and when the student will get home from school. Detention is also a too-often-used consequence in high schools. If this is the case at your school, try to explore other consequence options with colleagues.

✓ Contacting parents is even more than important; it is necessary. Even if you do not expect there is much the parents can

do to remedy their child's misbehavior, their awareness of the problem and their wish to cooperate are vital to your management plan. Involve parents early, and be prepared to outline your ideas. They will look to you for specific action, because they probably already know all too well about their child's misbehavior.

✗ DO NOT USE: Generally, there is no circumstance when parental involvement is to be avoided. Caution is necessary with parents who may abuse their children in reaction to your words. Never ask parents to punish children for school misbehavior. Indeed, help parents see that you are in control of the situation and are exploring options with them.

✓ Daily report card. This is helpful for chronic or recurring misbehavior. It offers feedback, promotes reflection, and, when used appropriately, encourages self-monitoring of behavior by the student. Draw rows and columns on a piece of paper. Each day, send it home with your signature to the right of the day's date box. In the next box to the right, write briefly how well the student did at the behavior you are focusing on. The next box to the right is for the student's signature, and the last box is for the parent's signature. Have the student initial it, take it home, and bring it back the next morning with the parent's signature. Do this for a limited time; a week to 10 days may be sufficient. If you wish, add another column for "parent's comments." This can be used with high school students by omitting the need for parental signatures.

✗ DO NOT USE: Again, there are few circumstances when parental involvement is to be avoided. Be sure you communicate with the parent before beginning the daily report card.

✓ Self-instruction strategies have been used with success by many teachers. These strategies have students use a specific, planned-in-advance response when faced with the situation that seems to accompany misbehavior. Typically, students use self-instruction strategies as substitutes for their unacceptable behaviors. For example, a student who has thrown food in the lunchroom (at the instigation of other students)

would be taught a specific strategy to use at the time of instigation. It could be as simple as getting up to use the bathroom or telling the instigators, "I'm too hungry right now" or "I don't have to do what you say." Self-instruction strategies are useful with both older and younger students.

✗ DO NOT USE: With students who have little or no insight into their own behavior. Talk to the student first; get an idea of how much insight he or she possesses.

✓ For older students, contracts can be effective. They can be used for a variety of behaviors ranging from class participation (waiting for turn to speak, raising hand) to academic production (turning in work, completing homework). Teacher and student (and sometimes parent as well) make up a contract. It should be as specific as possible, stating acceptable behavior and what credit the student will earn or get as a result of these behaviors. The contract should have a time limit—if it is too long (weeks and months) some students will have difficulty seeing it through. Make the time just long enough to allow the student to be successful in the new behavior.

✗ DO NOT USE: To negotiate basic understandings or compromise limits or courtesies. Beware of such contracts as "If I don't hit nobody for a week, I get no homework, okay?" Not hitting others is a nonnegotiable standard of behavior among human beings.

✓ Involving the principal is important for very serious misbehavior. He or she is an important support person and should be apprised of these instances of misbehavior. Although the principal should be informed early on of misbehavior, avoid using the principal as an enforcer.

✗ DO NOT USE: The principal's office routinely, or for anything less than very serious disturbances. Your leadership will be compromised (undermined) if you rely on the principal (or anyone else) to handle your classroom management.

More serious misbehavior: You may be faced with the necessity to address the tougher stuff. At these times, the main idea is to act

with your head, not your emotions. Taking these situations personally removes yourself as the only rational, cool head present. Remain calm and collected.

- ✓ Dealing with fighting. The highest level of physical response is breaking up a fight, or defending yourself or another student from a student's physical attack. With regard to breaking up a fight, if your voice does not separate the fighters, stepping between children may be the only choice you have to prevent student injury. Beware of physically intervening if you are physically smaller or weaker. In that case, send for help, and continue to use your voice— strong and clear without screaming—directed at the fighters. If circumstances permit, get uninvolved students out of the area. Removing an audience can be very helpful. If you are yourself the object of attack, you certainly have the right to protect yourself. However, do so without excessive force, such as angrily pummeling a student into submission. In anticipation of situations such as these, it is best to set up a plan with a nearby colleague for him or her to come to your assistance. As part of this plan, you might designate a trusted, reliable student to automatically fetch Mr. Smith next door (or the principal) if you are incapacitated or otherwise involved.

- ✓ Dealing with threats of assault. If threatened by a student with a gun, knife, or other weapon, do not attempt to physically remove the weapon. Nor should you attempt to overpower the student or direct another student to intervene. Use your voice—again, strong and clear without screaming—and clearly tell the student what you are asking him or her to do. Go slowly. Do not make threats. Repeat your verbal directions. Be a broken record.

  Be clear that you actually are being threatened with assault. (Hearing a rumor that a student may have a knife or a gun means you should act, but it does not necessarily mean you act as if under siege or assault.) If you hear that a student has a weapon (or even if you see the outline of what looks like a weapon in a student's clothing), do not challenge the student

or rush to demand immediate surrender of the weapon. Keep the student within sight while you calmly—but immediately—send for help from the principal, a counselor, or some other designated administrator.

It is a good idea to set up a plan before such an incident happens. Some high schools have established a procedure for the office (principal, assistant principal, dean of students, etc.) or police to be summoned expeditiously and efficiently, and without enraging an armed and/or threatening student. If you are in an elementary or middle school and there is no plan in place, bring this subject up at a staff meeting. With your colleagues, establish a crisis intervention plan. Some schools include intervention under the term *postvention*—how the school staff will react to an unexpected, difficult incident. Check the school district's policy manual, and talk to experienced staff and administration to learn if postvention procedures are already established and, if so, what they are. (A helpful reference for handling student violence and fighting is presented in Wolfgang, 1998.)

In conclusion, if you are faced with serious misbehavior that is more than disruptive and potentially harmful:

- ✓ Never attempt to impose consequences upon a student who is armed or a student who is distraught, visibly angry, or fresh from the fray.

- ✓ Never strike a student. Even if you are openly challenged ("Go ahead, hit me!"), you will not solve a thing by hitting students. You will not lose face by refusing the student's challenge to fight, because keeping a cool head is the test of an effective classroom manager. "I don't need to hit you, John" says more about your character and professionalism than giving in. You cannot teach prosocial behavior to your students if you model antisocial behavior toward them.

- ✓ Never attempt to use words alone when an unarmed student is out of control and likely to harm himself, herself, or

> another. In these most serious of cases, physically restrain and/or remove the student from the classroom. Do not strike or hurt a student in the process of restraining or removal. Reassure the student that you will not hurt him or her and that you will not allow the student to hurt you. If you are overmatched in size or bulk or both, get help immediately from another adult.

It pays to repeat: Knowing what to do before it happens helps. Even the best and most skillful teacher reactions are never as effective as teacher actions. Preventing and supporting before the fact are much better than reacting and correcting after the fact. Researcher and educator Pedro Noguera (1995) sums it up quite well.

> The urban schools that I know that feel safe to those who spend their time there don't have metal detectors or armed security guards, and their principals don't carry baseball bats. What these schools do have is a strong sense of community and collective responsibility. Such schools are seen by students as sacred territory, too special to be spoiled by crime and violence, and too important to risk one's being excluded. Such schools are few, but their existence serves as tangible proof that there are alternatives to chaotic schools plagued by violence. (p. 206)

III

Blueprints for Success

6

Preparing Your Classroom

ALTHOUGH we have all seen good teaching, few of us have seen the preparation that goes into it. Good teachers are good because they work at it, not only as they are teaching, but in the time they spend before they walk into the classroom. Good teachers know that being prepared is essential: Winging it doesn't work, and it cheats students. Instructional time is wasted when a teacher flounders around trying to decide what to do next.

Because we so seldom see behind what a teacher does, I have prepared this blueprint to give an X-ray view of the preparatory work good teachers must do to be successful. As a blueprint, it is not a complete representation of the finished product, but a checklist of the most basic tasks involved in preparing to teach. Tasks relate to physical setup, instruction, and managerial duties of the teacher.

There are three checklists that follow, one each for early, later, and first-day preparation. Early preparation tasks are those best begun at least a month or so before instruction (perhaps during summer or winter vacation breaks); later preparation tasks are to be attended to at least a week or two before beginning instruction. The third and final checklist is for the first day of school. Look over that checklist a couple of days before the first day. Bring it to school the first day as a reminder.

A few tasks in early preparation (Checklist I) may seem obvious to the more experienced teacher, but many could be easily overlooked. For instance, even the most experienced of teachers must become familiar with school policies that relate to student health and safety. For every teacher, old or new, the guiding principle behind preparation is to set up a safe, educationally sound environment and program for students—a situation from which prosocial student behavior will result.

In the checklists below, review each task area and check the thumbs-up "all set" box ( ) on the left as you do so. For many items, there is no one right answer. Check this box when you have taken care of the task and have decided what to do about it. Check it if it does not apply so you will see at a glance the items still needing your attention.

Check the "not yet" box ( ) next to all tasks that need follow-up, task areas you are not yet clear about, or task areas that need to be taken care of before school starts. Although this first checklist should be reviewed (optimally) a month or so prior to the start of school, experienced teachers can use it midstream to double-check those things that might have been overlooked. A "Notes" section is provided at the end of each checklist where you can record items that require follow-up.

CHECKLIST I: PREPARATION— A MONTH BEFORE INSTRUCTION

Physical

Basic classroom/school inspection:

- ❒ ❒ Visit the school. Bring pen and paper. Introduce yourself to the school secretary, the principal, and the school's custodian. These people will be very important to your success as a teacher.
- ❒ ❒ Get keys—to the school, your classroom, and any closets and file cabinets.
- ❒ ❒ Go to your classroom or teaching area. Try the keys to the classroom door, closets, and file cabinets. As you enter your room-to-be, get a feel for the room. Is it hospitable? Gloomy?
- ❒ ❒ Count desks and chairs and tables—have you enough for each student? Do not start the term without a place for each student to sit, to work, to be.

  Be careful! Student desks, chairs, and tables come in many different sizes. Is your room's furniture appropriate for the age group? For example, if you will be teaching fifth grade, be sure you have not been stuck with surplus second-graders' desks and kindergarten-size chairs! No matter what grade you will teach, always keep a few larger desks and chairs on hand for heavy and/or taller students. If you are not sure, a little too large is better than a little too small. (Check the legs of the desks and chairs—the height of some can easily be adjusted with a Phillips-head screwdriver.) Arrange the desks/ tables and chairs in any orderly pattern. You can rearrange them before school begins.
- ❒ ❒ Closets: Are there closets for supplies? Is there a closet for your things? A closet for student coats and hats?
- ❒ ❒ Windows: Try the shades. Do they work? Try all the windows. Do they work? Are any windows broken? Are they in need of cleaning?
- ❒ ❒ Light: Turn off the lights—is there much natural light? Turn on the lights—how adequate is the lighting? (If the room is

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cold, fluorescent lights will be dimmer than usual, or they may not work at all. Try them again when the room is warmer.)

- ❒ ❒ Heating/cooling: Is there a thermostat or temperature sensor in the classroom? Does it work? (Open a window for a brief time to kick it on.)
- ❒ ❒ Odors: Does the room smell bad? If so, find out why.
- ❒ ❒ Safety: Are there any obvious unsafe items such as cracked/broken glass, cracks in floor or walls, exposed insulation, wires that are bare or pullable, jutting nails, or clothing hooks at student or teacher eye level? Is there any loose, friable insulation on pipes or walls? If so, find out if the school is safe from asbestos hazards. Even if it contains no asbestos, friable insulation is not acceptable. Look up: Is the ceiling in good shape? Are there cracks or bulges? Some schools (especially those in the inner city) are more than 100 years old. You may be the first person in many years who has examined conditions in the classroom!
- ❒ ❒ Exits: Are there at least two classroom exits? (Older buildings might have only one exit.) Inspect the locks on the doors: Could you or your students accidentally get locked in? Locked out?
- ❒ ❒ Furniture: for you and for your students. File cabinets, desks, tables, chairs, cubbies, bookcases. Look them over. Hold your hand on each piece and gently rock it back and forth. Are any broken? (Are bookcases anchored to a wall? Students have been known to climb them as they would a ladder.)
- ❒ ❒ Audiovisual equipment: Is there any A/V equipment in the room? Does it work?
- ❒ ❒ School walk: Walk through the school. Locate the nearest exit for your classroom. Find your way to the lunchroom, gym, library, office, nurse.
- ❒ ❒ Outside: Look over the place for recess. Are there any potential trouble spots (trees, climbing structures, etc.)? Places to hide out of sight of the adult in charge? Where will students have recess on rainy days?
- ❒ ❒ Request any needed maintenance or repair. (Do not wait until the week before school starts!)
- ❒ ❒ P.S. Do you have a place to park your car?

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Instructional

Basic instructional preparation:

- ❒ ❒ From the school secretary or principal, obtain a copy of the board of education, district, or school policy manual. You may not think it is relevant, but if there is an accident or a lawsuit, the court will look at any board, district, or school policy on the issue. Some schools have policies on a variety of matters that affect your work: book selection, corporal punishment, homework amounts and assignments, holiday gift giving, and so forth. In the event of a question or problem, your ignorance of school policy will not save you. Read the policy manual. If you question or disagree with a policy, discuss it with the principal or lead teacher.
- ❒ ❒ Get other documents such as teacher/student schedules, attendance/absence procedures, bathroom/out-of-room guidelines, procedures for emergencies or unexpected school closings (inclement weather, for example), and school rules. Student and/or parent handbooks are also important to read through.
- ❒ ❒ Find out how many students will be in your class.
- ❒ ❒ Get a plan book, an attendance book, and a grade book. (Before you buy them, ask if the school provides them.) Even if your school administration does not check teachers' plan books, be sure to get one anyway, and use it.
- ❒ ❒ Obtain supplies, at least enough to see you through the first month or so. Essentials include chalk, chalkboard erasers, pencils, wastebasket, tape, stapler, green pens, and paper. Any other supplies you will need?
- ❒ ❒ Bring home a copy of student textbooks and materials so you may familiarize yourself with each.
- ❒ ❒ Find out what you are supposed to teach. Locate the curriculum for the school. Look it over. Think about how it applies to you and to your students. Using the curriculum and other resources, divide the year into units (big chunks of instruction). For elementary teachers, review one subject at a time. (You can integrate instruction later.) For example, with fourth-grade math, divide the year into teaching units on basic operations, geometry, problem solving, measurement, and fractions.

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Managerial

Basic school/classroom procedures preparation:

- ❒ ❒ Read school policies. Pay special attention to policies in areas such as:
  - How to deal with student illness or injury.
  - What to do with students at risk because of health problems (e.g. hemophilia, AIDS, etc.). Review at-risk students with a nurse, school psychologist, or counselor. Have a clear idea of what course of action to take in the event of an emergency (such as the procedure for obtaining 911 assistance).
  - How to report suspected child abuse? To whom?
  - With whom should you share suspicions of student alcohol and drug abuse?
  - What about prescription medicines sent in by parents?
- ❒ ❒ Write out a list of important school procedures. Specifically, learn procedures that apply to field trips, emergencies, fire drills, exits to use for lunch and dismissal, playground/recess procedures and areas, and the location of equipment. Tape the list to the back of your plan book—use a highlighting marker to mark crucial facts. Even if you learn them quickly, leave it taped there. When you are absent, a substitute teacher will need that information.
- ❒ ❒ Pick out a mentor or buddy teacher in your school. Is there a grade leader (or any other experienced teacher) with whom you can talk and ask questions as they arise? This will be a very important advantage for you whether you are a beginning or veteran teacher.
- ❒ ❒ Locate records (permanent records) for your students. There should be a folder for each child in your class. It will typically contain health and academic records. Sometimes there are social records as well. Have extra folders for temporary folders for new students who arrive during the school year.

  Skim the student records. Look for special needs students, including those with handicapping conditions, those who are gifted/talented, students with a history of health or behavior problems, and students needing special arrangements because of religion. Check for students whose parents

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have custody arrangements stipulating who may—and may not—pick up or otherwise remove a child from school.

- ❒ ❒ Write all student names in your attendance book. Enter flags for the special needs students and for those with custody, behavior, or health problems. To preserve confidentiality, make a mark in the column next to the name and be sure to provide an interpretive key for yourself (and for the substitute teacher).
- ❒ ❒ Count names. How many students will you have in all? Round your number up to the next five, just to be safe. For example, if 21 students are scheduled to be in your class, use 25 as your working number (to allow for the inevitable new students who enroll the first day of school). Even if you have a set list of students, round the number up. (I know this is mathematically impossible, but no teacher ever winds up with fewer students—somehow, every teacher gets more the first day of school!)
- ❒ ❒ Store all books and materials you will not be needing. Put them away—do not use valuable classroom shelf space for long-term storage.
- ❒ ❒ Compile warm-up activities you will use. Including age-appropriate activities for ice breaking.
- ❒ ❒ Start thinking about the type of classroom climate you would like to create. (Don't dismiss your ideas as too idealistic!) Review Abraham Maslow's (1970) needs hierarchy. Low-level deficit needs (food, safety, acceptance, etc.) must be satisfied before higher-level growth needs can be met.
- ❒ ❒ Write out several goals related to student health and well-being. For instance, how will you help your students feel safe in your classroom?

  Think about psychological safety—will you take a strong stand against rude behavior students may direct against each other? What basic understandings will you seek to establish?

  How might you build classroom spirit? A sense of belonging? Your credibility as a teacher will spell the difference between success and failure—it is that vital. There are many ways that you can establish and strengthen your credibility in students' eyes. What might some of those ways be?

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CHECKLIST II: PREPARATION— 2 WEEKS BEFORE TEACHING

Physical

- ❒ ❒ Seating and work areas: Arrange desks and furniture for the first day of school. Decide how you want them arranged based on your instructional style and plans. (If you are still not sure, arrange them in rectangular cluster groups of four to six desks.)
- ❒ ❒ Figure out lines-of-sight in your room in the following way: Stand near your desk. Walk to the chalkboard. Walk to the windows, then to the exit doorway. At each point, will you be able to see each student without obstruction? Conversely, will each student be able to see you?
- ❒ ❒ Traffic lanes: Picture students moving in the room. Will they move smoothly? Are there bottleneck points where students will bump into one another?
- ❒ ❒ Follow up on requests for repair or replacement of equipment.
- ❒ ❒ For elementary schools, check out recess equipment. What equipment will students use during recess? Where is equipment stored?
- ❒ ❒ Is some wall or bulletin board space vacant, ready for displaying your students' best works?
- ❒ ❒ Double-check: Are there any potentially dangerous conditions?
- ❒ ❒ Emergency procedures: Are they clear? Are they written down?
- ❒ ❒ Decorate. Make the room cheery and inviting. Bare or shabby bulletin boards are a desolate sight! Because you do not yet have student work to display, it is better to hang objects and pictures that relate to work you will be covering first, and store-bought decorations, than to have bare bulletin boards and walls.

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Instructional

- ❒ ❒ Prepare materials for the first day. For kindergarten through Grade 2, prepare name tags, cards, or headbands made of strips of heavy paper.
- ❒ ❒ Look through your old portfolios or file folders. What can you use for your classroom? Find those wonderful lesson plans/unit plans you wrote for student teaching and include them in your teaching plan for this school year.
- ❒ ❒ Make copies of your class roster. On a sheet of paper, list each student's name on the left in alphabetical order, then duplicate the list. You can use a copy to keep track of assignments, trip money, permission slips, and just about anything else. If you have access to a computer, placing the student list on it will save time in doing tasks such as student assessment and grading.

Review your instructional expectations and make critical decisions:

- ❒ ❒ Participation: How will students be expected to participate?
- ❒ ❒ Solo and cooperative learning: Try the "thirds" system—1/3 time students work alone; 1/3 time they work with a partner; 1/3 time they work as part of group.
- ❒ ❒ Getting help: When a student needs help to complete seatwork, what should he or she do to secure assistance? Ask a buddy? Ask the teacher? Display an individual HELP, PLEASE card or red flag?
- ❒ ❒ Will you expect students to raise their hands before being recognized? Will you allow students to not raise their hands? What should they do?
- ❒ ❒ Work procedures: What students must do when their work is completed. How is work to be submitted? (When you ask? Automatically placed in their folder? Placed in your in-basket?)
- ❒ ❒ What will students who have finished do while others are still working? Work on an ongoing project? Go to a special interest/learning center? Post a chart of activities so you can

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point to it when a student says, "I'm done. What should I do now?"

- ❒ ❒ Late work: Will you accept it? If yes, how late? If not, why not? Under what circumstances will you accept it?
- ❒ ❒ Late finishers: If students have not finished when others have, what should they do? Finish it for homework? Finish it during recess? Finish it during any free time during the day?
- ❒ ❒ Homework: Will you assign homework each night? What will you do with homework the next day? Collect it? Have students check it? What if it is not done at all?
- ❒ ❒ Seatwork (work students do at their desks, typically, alone): Seatwork usually consists of work assigned after a lesson, for practicing a newly learned skill. Sometimes it involves drill. Seatwork must be done in a quiet area. Do not plan instruction or high activity when students are doing seatwork.
- ❒ ❒ Evaluation: How often will you give tests? What other evaluation techniques will you use? Conferencing? Performance tests? Projects? Authentic assessments?

Managerial

Decision time. Decide on:

- ❒ ❒ Student supplies: How will students get supplies? Individually? By group?
- ❒ ❒ Absences: What is the school policy on absence? Are notes required?
- ❒ ❒ Lateness: What is the school policy? What will you expect them to do on entering late? Catch up? Work with a buddy? Jump right in?
- ❒ ❒ School procedures (such as playground, recess, assemblies). Write these down. What will your role and your class's role be in these events?
- ❒ ❒ Record keeping (report cards, grade book, progress reports, ways of communicating results to students and parents).

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School movement:

- ❒ ❒ Where will you meet your students each day? (Will they come to the room, or will you go to meet them?)
- ❒ ❒ Lunch: Where will they eat?
- ❒ ❒ Recess: Where does this occur? What about when the weather is inclement?
- ❒ ❒ Special periods: Where and when will their specials (music, art, etc.) meet?

Classroom movement:

Individual student movement in and out of classroom:

- ❒ ❒ Leaving the classroom individually: Does the school require a hall pass? A sign-out book?
- ❒ ❒ Bathroom: How will students get to the rest room? Ask your permission each time? Just leave quietly? Take a partner? Sign out?

Group movement in and out of classroom:

- ❒ ❒ Line up? If so, by what criteria? By height? By "boys in one line, girls in another"? Assigned spots in line, or stand where you want?
- ❒ ❒ Procedures in preparing for lunch, special periods, activities, fire drill, going home, recess.
- ❒ ❒ Procedures for students to enter the room at start of day, after activity or recess, after lunch, fire drill.
- ❒ ❒ After school: What are dismissal routines?

Movement within classroom:

- ❒ ❒ Routines for sharpening pencils? Wastebasket? Learning center? Working in cooperative groups?

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Student jobs:

- ❒ ❒ For elementary grades, decide on classroom jobs. Which jobs? How will you parcel them out? Who will do them? At what time or period during the day?
- ❒ ❒ Specific jobs: watering plants, cleaning spaces, office monitor, supplies distributor/collector, snack, calendar.

Student seating and work areas:

- ❒ ❒ Seating: Once they enter the classroom, how will students know where to sit?
  Will you assign seats? May they choose seats freely?

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CHECKLIST III: FIRST-DAY PREPARATION

If you have been thorough in covering tasks in Sections I and II (above), this last section should be pleasant, if not easy. This section is mostly physical and managerial; you will need to fill in the instructional details for your first day, such as content (what lesson you will teach) and specifics that apply only to your school and teaching situation.

- ❒ ❒ Print your name on the board: "Ms. Brooks" (for upper grades, cursive is fine). Identify the class: "Class 2-1." Write legibly because students will model it.
- ❒ ❒ With elementary students, practice entering the classroom. If there is disorder upon entry, have students practice entering again: First line up the class to exit, then give a signal to exit: "Stop at first bulletin board in the hall. About face." Have students reenter the classroom.
- ❒ ❒ Orient students to classroom, teacher, teacher's name, and one another. Will you have the students identify themselves?
- ❒ ❒ Discuss expectations—theirs, yours, and both of yours together. Be clear on nonnegotiables.
- ❒ ❒ Continue orientation. Where do students hang coats/clothing? Store their personal books and book bags? Lunches? Snacks?
- ❒ ❒ Discuss basic student jobs. Who does what? When do they do it? Where do they do it? How will they be selected for these jobs?
- ❒ ❒ Personal space. Point out what each student's private space (desk or table) is. Point out what your private space is.
- ❒ ❒ Limits. Clearly instill key, basic limits such as "Listen quietly while others speak." Be sure to clearly establish these limits now, so that you can have productive discussions of basic understandings later on! If you have chaos, interruption, and disorder during this very first discussion, stop. (It will not get better the second day, it will only get worse.) Start over, clearly restating the limits. If you must, start over again. Hard work and persistence on your part now will pay off for the rest of the school year.

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- ❒ ❒ Once key limits are clear, lead a brief practice discussion, perhaps an extension of the earlier "listen while others speak." For example, "How we are like a family = sharing . . . consideration for others."
- ❒ ❒ Start to build a class ethic: For example, describe how we are like a family. Elicit from students what qualities we must exhibit to succeed—sharing, patience, consideration for others, helping others when you can, and so forth. This idea of a shared ethic is particularly valuable in high school classrooms.
- ❒ ❒ Instruction: Teach a lesson the first morning, something that will help students get used to the new teacher and class.
- ❒ ❒ Winding down: Stop all activities 15 minutes before the bell/signal to leave the room. Clean up. Then have students practice lining up for leaving the room. One practice run should suffice. Reteach this if it is not flawlessly done! Prepare students for the signal (bell, etc.) so that when the bell rings, students will line up flawlessly the very first time.

☺ Smile! You did it!

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7

Reflective Practice for Better Teaching

THE ability to think about things that have occurred is one of the first cognitive abilities to appear in human infants. As we grow, we connect this ability to a concern for the future—we reflect on what has happened and plan for what will happen. This reflection is an essential part of teaching (and a particularly essential component in classroom management). Indeed, teachers spend more time in evaluation-related activities than any other professionals, and they make more evaluations during their day than any others. Ironically, although teachers do a lot of evaluating, they may do little reflecting or thinking about their own work.

Reflection is thinking about what has taken place in the classroom in a systematic way. Reflection follows instruction, and it precedes preparation. Reflection is asking "What went well? What needs to change? How can it be better next time?" In schools, time for teacher reflection is rare. With so many pressures and stresses on teachers, the sheer busyness of the school day limits time to think about what has taken place. Nevertheless, reflection is fundamental to change. If we are to become the best teachers we can be, then we must gradually improve both our teaching skills and our skills as positive classroom managers.

Reflection drives our improvement. It guides us toward doing something better, more effectively. As an inner-city classroom teacher, I constantly asked myself, "How can I do a better job teaching these students?" "What technique worked?" "What idea did not work out at all?" These reflections opened me to trying something new or doing something differently.

Trying is the main word here. In order to be most helpful, reflection has to involve more than words; it must result in action. Some actual, physical, or concrete change must follow reflection, or else reflection is an exercise in good intentions.

The School-Year Cycles of Reflection: Immediate and Comprehensive

Research (and common sense) tells us that self-evaluation is best when it is systematic. *Systematic* means that you do it regularly—after teaching a new lesson or at the end of a school day. (Most of us do this already in an informal—but often highly judgmental—way.) After instruction, we informally reflect on what went well. What did not work well? During the course of the school year (and even during holiday periods), teachers should continuously reflect.

But what types of reflection? Effective teachers report that two types are necessary: immediate reflection and comprehensive reflection. Immediate is looking back over the day or week or month and asking ourselves what went well, what did not, and what we are going to do about it. Comprehensive reflection is more structured—it lists the physical, instructional, and managerial tasks and asks you to evaluate how well you are achieving each. Let's look first at how to do immediate reflections.

Immediate Reflection

There are four times during the school year when it is critically important for the teacher to do an immediate reflection:

1. At the end of the first day
2. At the end of the first week

3. The last week of December*
4. At the end of the school year

(*the fourth month will vary if your school is on a year-round schedule.)

The following is an outline for immediate reflection:

AT END OF FIRST DAY:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for tomorrow):

At the end of my first day of teaching, my immediate reflection outline looked something like this:

AT END OF FIRST DAY:

What went well: *I established a safe climate in the class. The students are looking forward to tomorrow. They like me. Whew!*

Proof: *During our group discussion all students participated, and this cooperation seemed to carry over to recess. They also felt comfortable with the new routines.*

What did not: *Math lesson bombed.*

Proof: *I rushed through the lesson. Many of the students did not understand the concepts. They looked puzzled and had many questions I didn't have time to address.*

Action (What I MUST change for tomorrow): *Slow down. Cut down amount of content I want to cover. Allow more time for student questions.*

At the end of your very first week of teaching, do your second immediate reflection. Follow the same simple format:

AT END OF FIRST WEEK:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for Monday):

As with your first immediate reflection, select a few items for "what went well" but select only one item for "what did not." If you choose more than one, you will lose focus, you will become overwhelmed, and most likely, you will not make that important change. Reflection works the same way with classroom management issues: If routines are not smooth (students arguing over jobs, claims of unfairness, etc.), reflect. Take that reflection and follow it up with action.

Following is what my first week looked like:

AT END OF FIRST WEEK:

What went well: *Most things are going well. Students seem to like me. Vocabulary words are challenging.*

Proof: *Students are doing their homework. Classwork seems to be done on time. Ginny brought me part of her lunch after I said how I was "always hungry!"*

What did not: *Noisiness. Misbehavior.*

Proof: *Students fool around too much while I am off working with other reading groups.*

Action (What I MUST change for Monday): *Make sure they understand I am working with other groups and cannot share my attention during those times. Talk to them about the importance of quiet during reading group time.*

At the end of my first week teaching, my immediate reflection told me that on the whole things were going well, but there were trouble spots starting to appear. In fact, this "action" that I took did not solve the problem as well as I had hoped. "Talking to them" was important, but it took a later reflection (and input from a valued colleague) to really get a handle on the disruption during reading group time.

Following is the format (same as before!) for the third immediate reflection:

AT END OF DECEMBER:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for the new year):

By Christmas break I was exhausted. The "What did not" work was still my reading groups: No matter how much I talked to them and got steamed, it seemed to do no good. I asked my next-door teacher to come in and observe. He graciously gave up two of his free preparation periods to do so. We sat in the teacher's room afterward and he helped me plan my action for January: It was not too late for a fresh start.

The proof was (to him) obvious: My most disruptive students were those who finished early. They had nothing to do, so they started quietly fooling around, then yelling, then physically pushing each other to the point where I had to intervene.

The action I took was to assign work that was (a) sufficiently challenging—no easy baby work in reading, and work that (b) was sufficiently lengthy so that they would not be done in 5 minutes. It had to be meaningful and complex. In addition, they had to have something concrete to do—on their own—once they finished their reading group work.

On the following pages I provide four immediate reflection worksheets. Use each worksheet to focus your reflections at each of the four immediate reflection points (at the end of the first day, the first week, December, and the school year). Remember: If your circumstances are particularly difficult (as mine became), get help with your reflections. Locate a colleague, or a nonjudgmental administrator with teaching experience, to sit and review your reflections with you. Brainstorm to come up with an action plan. Redraw your earlier action plan, if necessary. Work short term—look toward tomorrow, and come up with action for tomorrow. Work on only one problem—your biggest one. Do not allow yourself to be overwhelmed. Get yourself through one day before you start planning for a week or a month at a time, but do not ignore problems you are experiencing. They will not go away on their own!

(text continues on page 103)

First Immediate Reflection: AT END OF FIRST DAY:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for TOMORROW):

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Second Immediate Reflection: AT END OF FIRST WEEK:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for MONDAY):

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Third Immediate Reflection: AT END OF DECEMBER:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for the NEW YEAR):

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Fourth Immediate Reflection: AT END OF THE SCHOOL YEAR:

What went well:

Proof:

What did not:

Proof:

Action (What I MUST change for THE FIRST DAY OF SCHOOL):

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Comprehensive Reflection

In addition to the times for immediate reflection, there are times when a more comprehensive reflection is called for. Immediate reflection looks within ("How did I do today?"), whereas comprehensive reflection asks you to look at each dimension of positive classroom management (physical, instructional, and managerial) and reflect: "How well am I addressing practices within each dimension?"

Drawn from the strategies and skills for positive classroom management discussed in Parts I and II, I have created the following comprehensive reflection checklists. First is a general prosocial checklist. Following that are physical, instructional, and managerial checklists.

I suggest that teachers carry out a comprehensive reflection once or twice during the year, perhaps once shortly after the start of school, and again near the end of the school year.

At each time, review each checklist by yourself, or have a mentor or trusted colleague go over it with you. Refer back to Parts I or II of this book to refresh your memory. Determine which points need attention. Pick one or two from your "sorta" or "not yet" list, and come up with an action you will take in each case. Write out your plan of action. Bring it to work with you—place it on your teacher's desk. Tape it there and refer to it during the day. Always let your mentor/buddy teacher in on your plan.

COMPREHENSIVE REFLECTION CHECKLISTS

	okay ☺	*sorta* 😐	*not yet* ☹
General Prosocial Checklist			
1. Have I made clear the basic understandings?	❐	❐	❐
2. Are limits clear?	❐	❐	❐
3. Are courtesies being practiced?	❐	❐	❐
4. Do I emphasize cooperation over competition?	❐	❐	❐
5. Is it clear that respect is not negotiable?	❐	❐	❐
6. Is achievement (teacher, student, others) valued?	❐	❐	❐
7. Are all students included?	❐	❐	❐
8. Do I emphasize safety?	❐	❐	❐
Physical Prosocial Checklist			
1. Are the "nuts 'n' bolts" in place?	❐	❐	❐
2. Is the physical environment working well?	❐	❐	❐
3. Does my classroom feel like a safe and pleasant place to be?	❐	❐	❐
Instructional Prosocial Checklist			
As I teach:			
1. Do I communicate instructional expectations?	❐	❐	❐
2. Do I convey enthusiasm?	❐	❐	❐
3. Are students kept accountable for their work?	❐	❐	❐
4. Are my students successful?	❐	❐	❐
Use of strategies:			
1. Do I teach at the right level of difficulty? Too easy? Too hard?	❐	❐	❐
2. Do I break instruction into smaller learnings?	❐	❐	❐

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	okay ☺	*sorta* 😐	*not yet* ☹
3. Do I use patterning or association in each lesson?	❐	❐	❐
4. Is student work monitored?	❐	❐	❐
5. Is adequate time provided for student work?	❐	❐	❐
6. Does my teaching encourage cooperation?	❐	❐	❐
7, Do I have a sense of students' nonacademic strengths?	❐	❐	❐
8. Are students taking responsibility for their learning?	❐	❐	❐
9. Are students interested in their work?	❐	❐	❐
10. a. Do I give helpful feedback to students?	❐	❐	❐
b. Is my feedback immediate and detailed?	❐	❐	❐
11. a. Do I ask good questions?	❐	❐	❐
b. Do I respond well to student questions?	❐	❐	❐
12. a. Is my instruction flow smooth?	❐	❐	❐
b. Is the pace about right?	❐	❐	❐

Managerial Prosocial Checklist

When faced with misbehavior, do I:

1. Keep things moving?	❐	❐	❐
2. Identify and deal with it quickly and easily?	❐	❐	❐
3. Maintain dignity—mine and the students'?	❐	❐	❐

When responses are necessary, do I use:

1. Nonresponses?	❐	❐	❐
2. Signal responses?	❐	❐	❐
3. Physical closeness responses?	❐	❐	❐
4. Humor responses?	❐	❐	❐
5. Private verbal responses?	❐	❐	❐

Do I avoid:

1. Harsh, public responses?	❐	❐	❐
2. Punitive physical responses?	❐	❐	❐

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	okay ☺	*sorta* 😐	*not yet* ☹
When faced with particularly serious problem behaviors, which of these strategies have I used?			
1. Talking to student, use of "I-messages"	❒	❒	❒
2. Loss of classroom privileges	❒	❒	❒
3. Exclusion from class	❒	❒	❒
4. Student reflective activities	❒	❒	❒
5. Prosocial detention	❒	❒	❒
6. Parental involvement	❒	❒	❒
7. Daily (or weekly) report card	❒	❒	❒
8. Self-instruction strategies	❒	❒	❒
9. Contracts	❒	❒	❒
10. Involving the principal and/or other professionals	❒	❒	❒
If faced with a potentially harmful situation, did I (or will I):			
1. Restrain myself from striking a student?	❒	❒	❒
2. Seek help?	❒	❒	❒
3. Avoid rash reaction, waiting for calm before proceeding?	❒	❒	❒

NOTES:

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Conclusion

Being Your Own Best Teacher

I would not want anyone to have seen me in action in my first year of teaching. (Thank God no such videotape exists!) No, I did not hurt any kids; I did no damage, and I worked really hard at teaching, but I was far from being the best teacher I could be. My classroom management skills relied heavily on personality—I wanted the students to like me. After all, I liked them, didn't I? So it was a real shock when students—whom I liked—started acting up, acting out, and making my life as a new and inexperienced teacher miserable. I took misbehavior personally. In retrospect, it was a learning experience. In fact, I believe that the first few years of teaching are when a teacher truly learns how to teach. It does not happen in college, nor does it come in student teaching. These are important, but only in setting a foundation. We learn to teach by teaching. We learn to manage classrooms by doing, not by talking about doing.

As I said earlier, my Aunt Flora was my role model and inspired me to want to become a teacher. After my first 2 years of teaching, I needed more than inspiration to make it work. I desperately needed concrete feedback from my colleagues. I would invite them—beg them—to come into my room during their free period and observe me. Why was I having trouble managing the class? What could they

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suggest to help me? They not only gave me feedback, they invited me into their rooms. I saw—and then imitated—strategies they shared and activities that worked with the same tough, inner-city children I taught.

By my third and fourth years of teaching, I can modestly say I was much better. By my fifth year I was awarded tenure, and my evaluations were excellent, but my significant improvement was when I began teaching students prosocial behavior. Our reading scores were up, but I valued more my skill at teaching prosocial behavior. I remember a tough classroom of inner-city sixth-graders (who had spent years joyously disobeying lists of rules). Although I still had my "attractive power" (which all new teachers have during the first week or so of school), I created and communicated a clear direction of respect in our classroom. I explained that I expected them to respect other people. I expected them to also respect themselves. These were nonnegotiable. Furthermore, I devoted a great deal of class time discussing what the limits of respect were (such as students not taking things from others' desks without permission). I drew from students what they thought the courtesies of respect were (such as having teachers not making you feel small if you did not do well on a test or forgot your homework). We spent a lot of time articulating examples of respect the first 2 weeks of school.

For instance, following is a dialogue from my sixth-grade class:

"Mr. D, the problem with teachers is that they don't respect kids."
"Yeah. Teachers want respect, but they don't deserve it."
"Mike, how can a teacher deserve respect?"
"By acting nice to students, and acting human."
"Matt, how could I act like I respect students?"
"Easy, Mr. D. By being nice, and not accusing us all the time of doing things we didn't do. Like Mr. Loftin in fifth grade. Nothing we ever did was right. He blamed me for everything—taking his pencils, breaking his stapler—everything."
"He had favorites, too."
"So it sounds like respect means caring about people's feelings."
"Yeah. If a teacher acts respectful, he'll get respected."
"Let me tell you a real incident: Once I saw a pencil fall on the floor and the student who picked it up—I'll call him 'Jack'—

said it was his. When Ann asked for it, he refused. He said, 'Finders-keepers, man. Finders keepers.' "

"Maybe Jack didn't know whose it was."

"But if Ann said it was hers, what should Jack have done?"

"He should ask another person, because maybe she's lying."

"He could do that. But remember respect? What's the respectful thing for Jack to do? Sara?"

The key was that in addition to talking about respect, we practiced it. I led students in practicing how to work together in cooperative groups, how to gather for lunch, how to borrow a pencil from another, and how to ask a question in class. We spent a lot of time going over basics of prosocial behavior.

With the basic understanding of respect for self and others as a common ground, students will become more conscientious and less focused on getting away with things. They become more prosocial as they are able to generalize respect to other situations, situations for which no explicit rules exist. They will not need a "NO LITTERING" sign in any rest area or classroom they are in because they have internalized respect for the environment and can carry it outside the boundary of our classroom. When I took my sixth-grade class out of school on field trips, they would receive compliments on their courtesy and good behavior. Yes, before the trip we talked—about where we would go, what we would see and do, and what the expectations were for safety and behavior. I never had to threaten them or recite a litany of new rules for being out in public before the trip, for if throwing trash on our classroom floor was not appropriate (and it was not), neither was throwing trash on the floor of the New York City subway car; neither was throwing trash on the floor of the greenhouse at the Brooklyn Botanical Garden.

I expect that my now-adult students still use a wastebasket to this very day.

And open doors for others.

And say "Thank you."

And . . .

Who knows where our influence ends? One of my very first students (whom I will call "José") engaged in annoying and antisocial behavior. Both students and teachers seemed to avoid him. His mother tried hard, too, but José displayed quite troublesome behavior at

home as well. As part of the school's fledgling music program, I purchased black plastic song flutes so my fourth-grade students could learn scales and some simple tunes. José took to the song flutes instantly. Although his reading and math scores were way below grade level, he seemed to pick up sight reading and the fingering instantly. I would let him solo for the class on occasion.

Several years later, on a visit to New York City, I ran into José's mother. She greeted me warmly and told me that José had been selected to play first clarinet in New York City's All-City Orchestra. I was thrilled to hear the news. Since that day, José's success serves to remind me that all children have much potential and, if given the direction, they will be able to use it in a constructive, prosocial fashion.

In summary: Before you can hope to teach students anything, you have to first create a secure learning environment for them. This means that you must use your power wisely and use it to manage the classroom positively—in ways that foster prosocial student behavior.

Positive classroom management starts with considering the physical, instructional, and managerial aspects of teaching. Within these, *preparing* and *reflecting* are the action words you will need.

Even if you are among the most experienced of teachers, you must continue to find out about your students. Look for their strengths. Capitalize on those strengths, giving each student a chance to shine. The basics are important, but you must also promote the value of achievements other than reading, writing, and arithmetic. When you speak, ask questions that will arouse curiosity. Ask questions that will allow students to be successful, even in the mere act of answering a question. Let your students teach you what they know. The little things you do will make a tremendous difference in student success, and successful students are the easiest subjects for classroom management!

Teaching is a tough job, but the rewards for a job well done are without equal in any profession. Through preparation, reflection, and a willingness to do, you will become both "your own best teacher" and the best teacher you can be! Start today.

Our society needs it desperately!

Resource:
Prosocial Classroom Mangement Matrix

The matrix on the following page shows the relationship between type and time of intervention, and dimension of classroom management. It has been helpful in permitting teachers to see more deeply into the nature of classroom management. Preventive and Supportive interventions are proactive, and thus are more fruitful prosocial interventions than Corrective interventions, which are reactive and after-the-fact.

Type and time of intervention	*Dimension of Classroom Management*		
	Physical	*Instructional*	*Managerial*
Preventive (before; "pre-act")	Inviting classroom; positive classroom ambiance and climate	Preparation; lesson planning; long-range planning	Basic classroom procedures; conflict resolution program; limit setting
Supportive (during; "act")	Cooperative-group seating; student work prominently displayed	Effective instructional strategies; encouragement; maintain momentum	Teacher movement (eye contact, proximity, gestures); monitoring student work
Corrective (after; "react")	Time-out area; placement in quiet/privacy areas within or outside of classroom	Instructional contracts; one-to-one instruction; tutorials	Desist strategies; self-instruction strategies; exclusion from class

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